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THE UNIVERSITY OF ALBERTA

THE TRAINING OF TEACHERS FOR SOCIAL STUDIES INSTRUCTION

by

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A Thesis

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The undersigned hereby certify that they have read and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "The Training of Teachers for Social Studies Instruction", submitted by Ruth Esther Randall, in partial fulfillment of the requirements for the degree of Master of Education.

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ABSTRACT

This thesis examines the social studies literature with a view to determining the background of training which the social studies teacher requires in order that he may realize the objectives of the program.

The introductory chapter deals with the content of the social studies, identifying the subject fields of the social sciences which are drawn upon most heavily by the social studies course as history, political science, economics, sociology, and geography. These are the branches of the social sciences which deal most intimately with the activities and attainments of man down through the ages. In order that their contributions to the content of the high school social studies courses may be assessed, the historical development of each of these branches into a special field of study is reviewed.

The second chapter examines the objectives which guide the teaching of the social studies. These objectives are most often expressed in terms of the understandings, the skills, habits, abilities, attitudes, and behavioural patterns developed by the student. Since such developments are considered concomitant with the acquiring of definite knowledge and advancement in intellectual life, they indicate the close relationship which exists between the objectives of general education and the objectives of the social studies, and emphasize the part which the social studies can play

in helping the student to achieve the individual competence necessary for intelligent participation in civic and social activities in the society in which he lives.

The methods and techniques which may be used in achieving the objectives of the social studies are discussed in Chapter III. Recognizing that the chief components of the total educative process are the nature and ability of the student, the materials of instruction, and the general objectives or goals, methodology is viewed as a dynamic function, capable of being adapted by the well-trained teacher to meet his specific needs. The ability to function successfully in this specialized process of method-adaptation is based upon professional training and a broad understanding of all the phases of methodology.

In Chapter IV, having examined the training which is recommended by social studies specialists, and having considered this training with reference to the objectives of the social studies and the content which will promote the achievement of these objectives, a program of preparation for the social studies teacher is proposed. This proposed program of studies is tested in terms of the prevailing practices in the course requirements of Faculties of Education in Canadian and American Universities, and the teachers' evaluation of these courses in importance for the social studies teacher. The findings obtained from these surveys form the basis for the discussion in this chapter.

INTRODUCTION

An analysis of the literature in the fields of the social studies has revealed that the pattern of educational change in the twentieth century has influenced the training of the teacher for social studies instruction.

Up until 1915, high school students were a relatively elite group, representing approximately 9 per cent of the 14-to-17-year-olds in the United States, and, according to Katz, Canadian figures would probably be very close to the American figures.¹ The majority of these students were interested in the completion of an academic program in high school which would prepare them for college or university entrance. The nature of the history course which was included in their curriculum was very largely dependent upon the interest and training of the teacher. It was apt to be study in Greek and Roman history for the college-bound students, and a brief course in general or in British history for those who did not plan to attend college. In either case, the training was basically a thorough knowledge of the field of history and some training in professional courses. In general, the teacher-oriented method of instruction was used, and students were required to reproduce verbatim numerous dates and other historical data.

Today, the percentage of the youth population attending high

¹Joseph Katz, ed., Canadian Education Today, (New York, McGraw-Hill, 1956), p. 117.

school has increased tremendously. Not all of these students are intellectually able to follow a matriculation pattern of studies; and not all of the intellectually-able students are interested in following a program leading to a university education. In addition, many students are in high school because of parental or societal pressure. Today, the social studies teacher must be trained to work at several levels, such as, the academic program leading to university; the academic program leading to vocational training; and the general program of high school education without university or vocational bias.² He must be prepared to teach students whose mental ability has a very wide range. Katz,³ for example, indicates that the teacher must be prepared to teach students whose intelligence quotients range from 85 to 140. The teacher should be prepared to select and adapt the subject content of the social studies courses he teaches to meet the needs of both the class as a whole and of the individual students in the class. At the same time, the teacher should be concerned with the task of building for future citizenship, and with the development of behavioural patterns which will contribute to the enhancement of the welfare of the individual and of society in general.

By 1916, the content of the course came under revision. It

²Ibid., p. 118.

³Ibid.

became a course in "social studies", a program which embraces the fields of history, civics, economics, sociology, and geography.

The traditional program of study and research in the field of history was found to be too restrictive to provide competence in teaching the new course. The question arose, What course selection should be included in the program for the teacher-in-training for social studies instruction? It soon became evident that the answer to this question was dependent upon the answers to three other questions: What is the social studies? What are its objectives? What methods and techniques of instruction are most likely to prove useful in teaching the expanded course?

It is the purpose of this thesis to seek the answers to the above questions through an analysis of the literature in the field; through a survey of the programs offered by teacher-training centres in Canada and in the United States; and by means of a questionnaire survey of the background of training which teachers currently instructing in the field of social studies have, and their evaluation of these courses in importance for the social studies teacher.

CHAPTER I

THE CONTENT OF THE SOCIAL STUDIES

As a subject on the Curriculum of the Junior and Senior High Schools of Canada, the Social Studies course is a relative latecomer. Until the beginning of the twentieth century, history was the only social studies regularly offered in the secondary schools, and Swindler notes that this was usually "a political, dynastic and military record covering the whole span of recorded time in one year."¹ From the beginning of the twentieth century (which saw the settlement of the West nearly completed), an increasing awareness of the need for specific training in citizenship at the local level, as well as of the need to inculcate what had come to be accepted as "the democratic ideal" in the minds of the youth of the land, found expression in more detailed study of history at the various grade levels. Elementary grade pupils learned history in story form in grade five; grades six, seven, and eight received formal teaching in history;² and in the high

¹Robert E. Swindler, Social Studies Instruction in the Secondary Schools, (New York, Prentice-Hall, 1933), p. 5.

²Programme of Studies for the Elementary Schools of Alberta, Part I English, Citizenship, and Arithmetic, (Edmonton, Dept. of Education, 1929), pp. 127-146.

school grades the history course was divided into Ancient and Medieval History; English History; Canadian History and Canadian Civics; and History of the Modern Age and English Constitutional History.³ A course in geography was also included in the curriculum.⁴ Gradually the need to include such studies as sociology, and to offer some form of vocational guidance, was recognized by the leading educators.

Since the school day was only five hours long, and it was simply not possible to provide room in it for these additional courses, some method of fusion seemed to be indicated. The American National Educational Association took the matter under review, and decided to include a Committee on the Social Studies in its Commission on the Reorganization of Secondary Education which was then at work. When this Committee on the Social Studies made its report (in 1916)⁵, the term Social Studies first came into general use to designate the field of studies chosen from the social and economic, as well as the political, data contained in the story of mankind.

³Handbook for Secondary Schools, Alberta, (Edmonton, Dept. of Education, 1925), pp. 92-106.

⁴Ibid, pp. 145-152.

⁵Arthur C. Bining, and David H. Bining, Teaching the Social Studies in Secondary Schools, (New York, McGraw-Hill, 1952), p. 28.

In order to decide exactly what materials were to be included in this new field of social studies, it was necessary to review the whole field of human knowledge in order to determine which disciplines would furnish the best sources of reference materials. The fields included in the social sciences were finally chosen as the fundamental basis for the selection. With reference to this basic selection, under the heading of The Organization of Knowledge, Bining writes:

Various classifications of human knowledge exist. A convenient arrangement divides knowledge into the natural sciences, the social sciences, and the humanities. The natural sciences include the physical sciences, which deal with the phenomena of the universe such as physics, chemistry, geology, and astronomy, and the biological sciences such as biology, zoology, and botany. The social sciences are those subjects that relate to the origin, organization, and the development of human society, especially to man in his association with other men. The humanities are those branches of knowledge which tend to humanize man; they originated in the changes in art, literature, and thought which took place in Western Europe at the close of the Middle Ages and which include the ancient classics, the belles-lettres, and all influences that seek the freedom of the human mind.⁶

Since the humanities are "those branches of knowledge" which contribute to the aesthetic and spiritual values of man, they are generally included in the social sciences in order that the knowledge and thought concerning the activities and attainments of man down through the ages may be as comprehensive as possible. The part played by the natural sciences in the developments of man

⁶Ibid, p. 1.

must also be included in this field of knowledge. For example, the field of medical research which has contributed to man's fight to eliminate and/or control disease and to advance his methods of sanitation, and the study of genetics which has increased man's knowledge of heredity and variation, have played a vital role in helping man to improve his social conditions.

Thus, the term "social sciences" is used to embrace the subject matter provided by the life and activities of man as a social being. In general, these materials, revealed through research, thought and experience, have been organized into various bodies of scholarly materials which are classified as "history, political economy, politics, ethics, jurisprudence, archaeology, ethnology, ethnography, demography, and technology."⁷ It is from the social sciences that the materials included in the field of the social studies in secondary schools are drawn. In fact, Munroe defines the social studies as "those portions of the social sciences which have been selected for instructional purposes," noting specifically that "the social studies constitute that field whose content deals directly with human relationships."⁸ This delineation of the field is generally accepted, and the subject fields which are drawn upon

⁷Paul Munroe, Cyclopedia of Education, (New York, MacMillan, 1919), V, 349.

⁸Walter S. Munroe, Encyclopedia of Educational Research, (New York, MacMillan, 1950), p. 1214.

most heavily are those of history, civics, economics, sociology and geography.

History. Of these five subjects, history has the longest time line. In early Greek and Roman times, hero tales and dramatic episodes were included in the school program. In medieval times, the Church-sponsored schools taught the history of the church leaders, church achievements, and religious doctrines. By the time of Comenius (1650), history had won a place in educational theory. In the latter part of the seventeenth century, the writings of John Locke served to draw attention to the need for a practical approach to matters of government. In the eighteenth century, the work of Rousseau and Basedow advocated "the utilization of contemporary events, the inclusion of social data, and the visualizing of the (historical) narrative by vigorous methods."⁹ By the nineteenth century, with the rise of the spirit of nationalism among the countries of western Europe, history had become an accepted secondary school subject, particularly in Germany and France, especially useful as a means of inculcating a spirit of nationalism and patriotism.

Down through the years, a gradual change in emphases can be noted in the various countries of Europe as well as in the New

⁹Ibid, p. 1215.

World. Generally speaking, during the early and medieval periods, the military exploits and other events connected with the lives of great leaders were stressed. In the Humanistic Period,¹⁰ the social and religious aspects of such events assumed an increasing importance. Throughout the Reformation Period, Church history, especially the history of the church within a given area, received great emphasis in church-sponsored education, the main-spring of learning at that time. With the growth of liberalism in the nineteenth century, the history course was often directed towards strengthening the spirit of nationalism. From the early part of the nineteenth century, in both France and Germany, in the lycee and the gymnasium, history was given an important place in the curriculum of the upper grades. It came to assume a two-cycle pattern during the final seven years of study--one of three and one of four years (corresponding to our Junior and Senior High School years), allowing two coverages of history from the ancient to the modern period. The value of history in elementary schools was not recognized until later, and then it was confined to the study of national history.

¹⁰Humanistic Period: "The intellectual, scientific and literary movement of the fourteenth to sixteenth centuries, which exalted Greek and Roman culture and learning."--Funk & Wagnall's New Collegiate Dictionary (1950), New York, Funk & Wagnall, p. 575.

Munroe notes that in England, "until the time of Arnold, there was little systematic teaching of history in 'public' schools."¹¹ Even then, and later, the type and character of the history course offered depended almost wholly upon the interest and training of the teacher. England did not possess a centrally organized and administered school curriculum as did Germany and France, and hence there were no specific requirements for the inclusion of history in the "public" schools. In general, all university-bound students were required to complete courses in classical history.

In the United States, before 1892, the history courses offered in the secondary schools were usually courses in Greek and Roman history for students looking forward to college studies; a brief course in English or general history was offered for those who were not college-bound. In the elementary grades, American history was taught in grades seven and eight. Since few pupils remained in school that long, very few studied any history at all.

In Canada, "the teaching of history in the elementary and secondary schools of the British North American provinces may be dated from about 1827 in Lower Canada, from about 1860 in Upper

¹¹Paul Munroe, Cyclopedia of Education, (New York, MacMillan, 1912), III, 289.

Canada."¹² By the beginning of this century the subject was well established. The pattern of history courses in use in Ontario was carried westward with the settlement of the prairie provinces, and furnished the guide lines for the early courses in history outlined by the Department of Education in Alberta.

Such was the pattern of history instruction at the beginning of this century. The World War, 1914-1918, brought forcibly before the American and Canadian educators the need for greater flexibility in history courses--the need to broaden the scope of instruction in order to provide not only for the small, select group of college and university-bound students, but also for the increasing numbers of non-academic students whose needs lay basically in the fields of economics, civics, geography and sociology.

Civics. Closely related to the study of history is the study of civics, a course dealing with the mutual relationships between the citizen and his state, and the citizen and his society in general. The subject matter in civics is "generally understood to include:

1. Ethics, or the doctrine of duties to society;
2. Civil polity, or governmental methods and machinery;
3. History of civic development and movement."¹³

¹²W. L. Morton, "History, Writing and Teaching of", Encyclopedia Canadiana (1st Ed.), V, 131.

¹³Paul Munroe, Cyclopedia of Education, (New York, MacMillan, 1911), II, 24.

Civics did not appear as a school subject until after the middle of the nineteenth century. Although such educational societies as the National Educational Association of the United States and the American Historical Association endorsed civics most heartily as a valuable school subject, the course was often not too successful, based as it was on a specific text with rote learning of the forms of political organization the usual method of instruction.

In the opening years of the nineteenth century, however, increasing attention was given to man's social relationships within his community, as well as to his civic duties within the state. In the elementary school, this concern found expression in the teaching of "such attitudes as respect for authority, fair play, tolerance of the views of others and an understanding of the interdependence of personal relations."¹⁴ Formal courses in civics appeared in the final year of public school and in at least one year of the secondary school.

The quarter century following the World War, 1914-1918, brought additional proof of the educational need for instruction in civics--the need to give the youth of the land some understanding of current problems. In these years of phenomenal change they needed some means of measurement whereby they might evaluate the

¹⁴Encyclopedia Britannica, (1957 Ed.), V, 733.

the changes, both political and economic, which were taking place. The war had brought a revolution in transportation and communication. In the following years, the radio, the motion picture, and the teletype became powerful factors in the mass media of communication. New types of government emerged--National Socialism, Fascism, Communism, bringing dramatic changes to Western society. Monarchy gave way to dictatorship in Russia, Italy, Germany, and finally in Spain.

Then came the crash of the stock market in New York, and the years of depression followed--the "hungry thirties"--during which each nation sought its own economic solution for the relief of its stricken people. Relief vouchers and relief work, backed by government funds, helped to stabilize the economy. Work became scarcer, and educational training became one of the chief selective factors. Economic unrest tended to overflow into political unrest.

Meanwhile, in the United States and Canada, government leaders and educators became very concerned over the direction which such political unrest might take. Commissions and committees were set up to survey the educational situation, and make specific recommendations for the improvement of educational policies. Bining and Bining note that "each committee or commission started its work by centering its attention on the youth to be educated, and his needs and that of society became the basis of the report."¹⁵

¹⁵Arthur C. Bining, and David H. Bining, Teaching the Social Studies in Secondary Schools, (New York, McGraw-Hill, 1952), p. 32.

In 1934, the Committee on Socio-Economic Goals for America, set up by the National Education Association, laid stress upon freedom, fair play and equal opportunity, and security--physical, occupational, economic, and mental.

In 1944, the Educational Policies Commission published a volume which it called Education for All American Youth. The National Association of Secondary School Principals summarized this, and then drew up a ten-point outline of the goals of education. Point Three states, "All youth need to understand the rights and duties of the citizen of a democratic society." Point Ten notes, "All youth need to grow in their ability to think rationally."¹⁶

In 1945, the Report of the Harvard Committee entitled General Education in a Free Society set forth four principles or abilities which education should attempt to foster in youth, namely:

1. To think effectively;
2. To communicate thought;
3. To make relevant judgments;
4. To discriminate among values.¹⁷

In 1948, the Commission on Life Adjustment Education listed citizenship as its second point in an outline of eight categories of behavior needed for life adjustment.

Thus, for the schools, now faced with the gigantic task of

¹⁶Ibid, pp. 29-30.

¹⁷Ibid, p. 31.

educating all the youth of the land,¹⁸ the teaching of civics became more imperative than at any previous period in history. But it must be a practical education which would give the student an understanding of the basic political patterns under which the people of the world live, and at the same time would guide him into intelligent citizenship at the local level as well as at the provincial and the national level.

Economics. Citizenship is closely allied with man's economic security. As previously mentioned, technological developments made during World War I revolutionized transportation and industry, and changed the socio-economic pattern of men's lives. The twentieth century has brought further economic changes, evidenced chiefly by national paternalism in the form of such security measures as Workmen's Compensation, Family Allowances, old-age pensions, and government participation in workers' pension plans. The value of economics as a classroom study has often been recognized in the secondary school by a formal course in this science. Its inclusion in the social studies course seems a necessity, particularly in those units of the course which deal with trade and commercialism in general.

¹⁸Alberta School Attendance Act, (Edmonton, Dept. of Education, 1918), Sec. 5f.

The present-day science of economics, usually defined as the study of production, preservation and distribution of wealth, first came into prominence in the latter part of the eighteenth century when the industrial revolution was beginning to change the pattern of financial life in Europe and America. Although economics was taught in the universities of Europe from this time forward,¹⁹ it was not generally considered suitable as a high-school subject until late in the nineteenth century. When, in 1899, Professor Clow of the Oshkosh State Normal School made a survey of this field, he found that economics was taught in some high schools, but "that the subject was more commonly taught in the high schools of the Middle West than in the East,"²⁰ of the American continent.

Since the great depression of the 1930's, economics has been widely taught as an elective subject in the western states and provinces. In addition to a study of the means of wealth getting, its use and distribution, such problems as economic planning and labour relations have been included in the high school course in economics wherever the subject is offered.

In general, economics is a subject of great breadth. Its greatest educational value lies in the fact that it touches the student's everyday life so intimately, helps him to understand his

¹⁹Munroe, Paul, Cyclopedia of Education, (New York, MacMillan, 1919), II, 387-8.

²⁰Ibid, p. 392.

place in current history, and to see his own socio-economic relationships in terms of the present world picture. Upon this understanding may be built, then, a better knowledge of man in his various stages of social and economic development which the study of history strives to reveal.

Sociology. Such an understanding may be broadened through a study of the social development of man from primitive times to the present, and an enquiry into the origin, composition, inter-relationships and activities of his social groups. Far back in history, primitive man must have been concerned with such problems as the establishment and maintenance of control in the family and, later, in the tribe, and with the provision for the transference of skills and knowledge from one generation to the next. From the earliest writings, we learn that philosophers have always been concerned with man's relation to man. In both Ancient Greece and Ancient Rome, philosophers devoted much time to the writings of political treatises and the delineation of study requirements for their youth; e.g. Isocrates' insistence on the value of the liberal arts,²¹ and Quintillian's *Institutio Oratorio* (A.D. 88).²²

When the classical civilizations fell before the uncivilized

²¹R. F. Butts, A Cultural History of Western Civilization, (New York, McGraw-Hill, 1955), p. 60.

²²Encyclopedia Britannica, (1957 Ed.), XVIII, 855d.

Asian hordes in the fifth century A.D., such learning disappeared for centuries. When it reappeared, it spread into Western Europe under the impetus of such great economic and social movements as the Age of Discovery and Exploration (fifteenth and sixteenth centuries), the Age of Reformation in religious thought (sixteenth and seventeenth centuries), and the Age of Enlightenment (eighteenth century) which had lifted men's minds to wider vision and wider horizons for man's endeavours in all fields of knowledge.

By this time, man began to see his socio-economic pattern in terms wider than his own immediate surroundings--from the standpoint of the present world picture. In fact, when the Age of Discovery and Exploration led to the building of world empires, European leaders were faced with new social problems. Of this period, Munroe writes:

...when the evolution of world empires led to the study of how great bodies of heterogeneous groups might be maintained in a single organized and harmoniously working system, men began to construct theories of group action, e.g., those of sovereignty and of the contractual nature of the state. Machiavelli, Bodin, Hobbes, Locke, and Rousseau each added elements to the growing body of social theory and helped to render the theory of group action more precise. Finally, in the nineteenth century, when the bounds of knowledge had become world-wide, when the development of the natural sciences had demonstrated the utility of exact scientific method and the rise of modern nations, the growth of the industrial system, the ideals of democratic government, and the theory of evolution had begun to influence men, Comte and Spencer led the way in the construction of a comprehensive theory of society, utilizing scientific method to elucidate modern problems of social evolution and of social progress. August Comte first used the word

sociology in the Cours de Philosophie positive and first insisted upon the use of the positive method in the development of the subject. It was Herbert Spencer, however, who in Social Statics, in the various volumes of the Synthetic Philosophy, and in the Study of Sociology, attempted by wide observation to demonstrate that universal laws operate in human society...²³

Thus, sociology is a comparatively recent study in the educational field. European universities introduced courses in the theory of society as it applies to social organization early in the nineteenth century, but it was not until 1873 that such a course was offered in North American universities. At that time, a Yale professor introduced Spencer's Study of Sociology as the text for a course in sociology. Gradually, the study of sociology spread across the continent, at first being taught only in the universities, and then extending downward into the colleges and secondary schools where it is presently offered as an elective. In general, the study deals with such social institutions as the family; the community; crime and delinquency; racial prejudice and the problems of racial groups in society--conflicting cultures, antagonisms and biases; health--mental health, insanity, feeble-mindedness, and the problems posed by these; social services, and the value of these in our life today. To the extent that sociology brings a greater understanding of man's life, a greater awareness of man's place in society, it

²³Paul Munroe, Cyclopedia of Education, (New York, MacMillan, 1919), V, 357.

becomes an important part of the high school social studies course.

Geography. The study of geography is concerned with the surface of the earth in all its aspects--land, water, atmosphere. The study of man's place in this physical environment, a sub-division of geography known as human geography, deals with the economic, social and political development of man in his environment. It is in this field of study, chiefly, that the fields of geography and history are most closely inter-related. The historian may encounter many problems for which a knowledge of the geographic background is indispensable. One reference source presents the inter-dependence of history and geography as follows:

On the one hand, the historian, in his attempts to explain the location of past events, contrasts in agrarian systems, the migrations of peoples, the origins and growth of cities, military and naval strategy and the means of communication and transport from place to place, encounters problems to the solutions of which knowledge of the geographical background is indispensable. On the other hand, the geographer, concerned as he is primarily with the transient present, finds himself continually faced with questions to which history holds the solution.²⁴

The Ancient Greek scholars recognized the importance of a geographical knowledge of their own country and of the neighbouring lands. Hecateus of Miletus (fl. 520 B.C.) asserted that travel

²⁴S. W. Wooldridge, and W. Gordon East, The Spirit and Purpose of Geography, (London, Hutchinson University, 1958), p. 80.

is necessary for the historian and geographer.²⁵ Five centuries later Strabo (c. 63 B.C. - c. 23 A.D.), in his Geography, dealt with the mathematical, physical, descriptive, and historical aspects, and traced the influence of the physical features of a country on the characteristics of the inhabitants and on the course of the history of the country.²⁶

This interest in geography spread among the peoples of the Eastern Mediterranean. Map work assumed increasing prominence as external trade increased in importance in this area. By A.D. 150, Ptolemy had introduced a system of projection which, recognizing the spherical nature of the earth, made use of parallel curves to show latitude. Although the navigator was still dependent upon the sight of land or 'dead reckoning' from the stars, moon and sun for longitudinal readings (until after the discovery of the compass in the twelfth or thirteenth century), both land and sea travel routes became better known. Travel abroad became increasingly more common, leading eventually to the settlement of the Western Mediterranean Region, and then of Western Europe and Britain. Throughout this period, even during the dominance of the Romans, Greek historians and geographers worked tirelessly to record the migrations of peoples; their social, economic and political problems; their wars;

²⁵Paul Munroe, Cyclopedia of Education, (New York, MacMillan, 1912), III, p. 21.

²⁶Ibid., p. 22.

their cultural efforts in the fields of art and literature; etc. The Romans made few contributions in historical and geographical studies but contributed materially in the fields of government and jurisprudence.

During the early part of the Middle Ages, much of this material was lost, and the development of geographical knowledge progressed very slowly. However, by the ninth century, the Arabs had become very active. Not only had they explored most of the known world, but they had also discovered and translated the works of the old Greek geographers and astronomers, and were busily adding their own findings to their materials. These writings began to make their way into Europe from the Moorish settlements in Spain from this time forward.

The Crusades of the eleventh and twelfth centuries led to all kinds of travel--pilgrim, missionary, diplomatic, commercial; during this period an immense amount of geographic data was built up. The impact of this knowledge on European civilization was mirrored in the up-surge of navigational interest and activity which sent explorers southward to Africa, around the Cape of Good Hope and across the Indian Ocean to India, westward to the New World, and eventually around the world. The invention of the mariner's compass, the astrolabe, the sextant, and the increased knowledge of map-making and map-reading made possible the voyages which ushered in the Age of Discovery and Exploration.

On the continent of Europe, an interest in geography was evident. Comenius included this subject in his curriculum for the vernacular schools in his Great Didactic (1631), and set out in explicit detail the instruction he wished to be given. Students were to acquire a knowledge of "...the rivers, and the chief kingdoms of Europe; but, in particular, the cities, mountains, rivers, and other remarkable features of their own country."²⁷ In 1650, Bernard Varenius presented a systemic account of the geographic knowledge of his time in his Geographia Generalis, and introduced the principle that the study of geography may be carried out through two methods, or upon two levels--General or World Geography and Special or Regional Geography.²⁸

In the latter part of the eighteenth century, the great German philosopher, Immanuel Kant, developed his theory of geography. He held that the logical classification of things perceived in terms of time is history, and that of things perceived in terms of space is geography; and that, together, history and geography fill up the entire circumference of our perceptions. Kant placed his emphasis on geography, and, following 1763, gave a series of lectures on physical geography at the University of Konigsberg.

²⁷Paul Munroe, Cyclopedia of Education, (New York, MacMillan, 1912), III, p. 21.

²⁸S. W. Wooldridge, and W. Gordon East, The Spirit and Purpose of Geography, (London, Hutchinson University, 1958), p. 34.

In these lectures, which were subsequently published, Kant broke his subject down into five classifications, as follows:

1. Mathematical geography, the measurement of the form, size, and movement of the earth and its place in the solar system;
2. Moral geography, an account of the different customs (mores) and characteristics of mankind;
3. Political geography, the study of areas according to their governmental organization;
4. Commercial geography, dealing with trade in surplus products of countries;
5. Theological geography, the study of the distributions of religions.²⁹

During the first half of the nineteenth century, the Classical Period in geography, Alexander von Humboldt and Karl Ritter wrote and lectured in the field of geography. Both were interested in the relationship of the natural sciences to geography. In describing the position of geography, they distinguished between:

...those sciences that study nature according to categories of objects, those that consider all the phenomena of nature according to changes in time, and those that consider the objects as inter-related in space.³⁰

Another German geographer, Alfred Hettner, came to very similar conclusions, stating his theory as follows:

²⁹Encyclopedia Britannica, (1957 Ed.), X, p. 146.

³⁰Geography and Education, (London, Ministry of Education, Pamphlet No. 39, 1960), p. 6.

Reality is simultaneously a three-dimensional space which must be examined from three different points of view in order to comprehend the whole; ...From one point of view we see the relations of similar things, from the second the development in time, from the third the arrangement and division in space. As history studies the character of different times, so geography studies the character of different areas and placesit studies the continents, regions, districts and localities as such.³¹

In this century, Richard Hartshorne who supports Hettner's approach to the study of geography stresses 'areal differentiation' as the key to geographical thought.³² Although his main argument is that geography is concerned with the differentiation of one place from another, Hartshorne does recognize a Social Geography co-ordinate with Sociology,³³ a field of geography often called human geography which includes economic and political geography among its sub-divisions.³⁴

In Germany, this scientific interest in geographic research has assured geography a place as a university subject. Under its centralized-authority educational system, a study of geography below the university level has been accorded a definite place as well.

In France, the teaching of geography is a part of the

³¹Ibid.

³²Ibid.

³³S. W. Wooldridge, and W. Gordon East, The Spirit and Purpose of Geography, (London, Hutchinson University, 1958), p. 142.

³⁴Ibid.

curriculum of the lycee. It runs in two cycles: the teaching of the geography of France, and the teaching of the geography of each of France's colonies.

In England, from the beginning of the eighteenth century onward, geography was included in the curriculum of most English grammar schools, although it was often taught more as an extension of the study of exploration than as a science in itself. Regional or special geography and commercial geography are given more detailed treatment at secondary school levels. The emphasis at the university level has been most marked in the last two centuries.

In the United States, as in Britain, geography did not attain a position of importance at the university level until well into the nineteenth century. During the present century, with its two wars of world-wide significance and influence, geography has begun to assume greater importance. Certain systematic studies within the subject, such as economic geography, are now receiving increasing attention.

In Canada, until recently, the study of geography has received little recognition in the universities. J. Wreford Watson, writing in the Encyclopedia Canadiana, has this to say about the teaching of geography in our schools:

Geography has long formed a basic part of the elementary school curriculum, but very little, if any, systematic geography has been taught and, until recent years, no advance geography. University geography has been hampered in Canada by the lack of

advanced secondary instruction. Geography departments at the university level first supplied merely background material to round out the education of university students; later, courses of a general, cultural value were planned. If the courses were oriented in any direction, it was to supply various governments with geographers competent in land-use and settlement geography.³⁵

The geography studied in elementary schools deals mainly with the living conditions of peoples in the various parts of the world, and why these conditions prevail. In essence, though, these courses deal with the same general theme which runs throughout the study of geography from the primary to the tertiary levels of learning: "the relationship between the physical earth and its people, plants, and animals which we call life."³⁶ At the secondary school and college level today, the emphasis is more commonly on systematic studies, particularly human geography.

Other Studies. In addition to the five fields of study reviewed above--history, civics, economics, sociology, and geography, other areas of knowledge within the social sciences make significant contributions to the social studies. An American Educational publication noted this increase in subject materials in 1932:

Anthropology and archaeology have charted the paths of little-known ages and have contributed new knowledge of early peoples, to say nothing of the verification or

³⁵Encyclopedia Canadiana, (1st Ed.), V, 341.

³⁶World Book Encyclopedia, (1957 Ed.), VII, 2912.

repudiation of earlier conceptions of the early history of man-kind. Every decade witnesses the publication of studies and investigations which expand available knowledge of all nations and peoples during all periods of recorded history.³⁷

These sources provide a veritable storehouse of content for the social studies, to which is added every century new concepts and generalizations as well as new points of view and interpretations of political, economic, and social relationships which develop out of, and result from, the ever-expanding fields of the physical sciences. With such a wealth of source materials at hand, the problem becomes one of organization and selection. That is, the curriculum-builders must first set up the framework for the course in social studies, determine the scope of the program, and then select the materials which may prove most useful in helping to achieve its aims and objectives.

Consequently, during the past three decades there has been a great deal of experimentation in social studies courses, particularly in the United States and Canada, at the state and provincial level, as well as at city levels, of curriculum planning. Thus, the social studies offerings vary widely, ranging in emphasis from the historical approach to the concentration on current social

³⁷U.S. Dept. of the Interior, Office of Education, Bulletin No. 17, (Washington, Government Printing Office, 1932), p. 2.

problems.³⁸ Courses in the specific subject fields from which the social studies materials are drawn remain the sole social studies requirement, supplemented by methods courses, in the Faculty of Education. In American secondary schools and junior colleges, the course offerings include one or two years of study of history, which may be followed by an exploratory study of contemporary affairs.

For example, in the Seattle Public Schools, grade ten students take a course in World History, grade eleven students study United States history and government, and grade twelve students are offered an elective program consisting of contemporary problems, problems in the Far East, Latin America, economics, and psychology of living.³⁹

In Corpus Christi, Texas, grade nine students are offered an elective course in general social studies; grade ten students study World History, a course which may be elected by freshmen, juniors and seniors; grade eleven students take the American History course; and semester courses are offered in civics, economics, sociology, and psychology at the twelfth grade level.⁴⁰

³⁸"Trends in the Social Studies", Social Education, (Washington, National Council of the Social Studies, 1955), XIX, p. 166.

³⁹Social Studies in the Senior High School, Programs for grades Ten, Eleven, and Twelve, Curriculum Series, No. 7, (Washington, National Council for the Social Studies, 1953), p. 60.

⁴⁰Ibid., p. 81.

In Alberta, the social studies course is laid out in the Senior High School Curriculum Guide for Social Studies 10, 20 and 30. The guide develops a sequence of three courses for each of the levels, Junior High School and Senior High School, set out as follows:

...The general themes for the grades, in sequence, are: Grade VII, the development of Canadian culture; Grade VIII, Canada, the Commonwealth and her neighbours; Grade IX, Canada in the Western World; Grade X, Ancient origins of Canadian civilization; Grade XI, the Modern background of Canadian civilization; Grade XII, Canada in the Modern World. For each of the years of the Secondary School, the unit-topics are grouped under the headings which indicate the scope or extent of the studies: 1. Economic and geographic understandings; 2. Understandings of political and social organization; 3. Understandings in the spheres of religion, aesthetic, cultural and recreational activities.⁴¹

The general plan of these courses in social studies is outlined in the Scope and Sequence chart which accompanies the text.⁴²

In general, then, the content of the social-studies curriculum today consists of materials selected from the traditional courses of history, civics, geography, economics, and sociology, but the direction of the courses in the secondary schools is oriented to student needs and developments. Compton's Encyclopedia explains the social studies program as follows:

⁴¹Senior High School Curriculum Guide for Social Studies 10, 20 and 30, (Province of Alberta, Dept. of Education, 1955), p. 6.

⁴²Ibid., pp. 13-14.

SCOPE AND SEQUENCE CHART OF UNIT STUDIES IN JUNIOR AND SENIOR HIGH SCHOOL SOCIAL STUDIES

Sequence

GRADE VII DEVELOPMENT OF CANADIAN CULTURE	GRADE VIII CANADA THE COMMONWEALTH AND HER NEIGHBORS	GRADE IX CANADA IN THE WESTERN WORLD	GRADE X ANCIENT ORIGINS OF CANADIAN CIVILIZATION	GRADE XI MODERN BACKGROUND OF CANADIAN CIVILIZATION	GRADE XII CANADA IN THE MODERN WORLD
1. How living in Canada has been influenced by the physical environ-	1. The geography of the Commonwealth.	1. How environment af-	1. How geography influ-	1. The expansion of habit-	1. The role of geography
2. How opportunities for work have attracted many settlers.	2. The problems and ach-	2. How industrial expan-	2. The influence of trade	2. The effect of science	2. Canada and internation
3. How our early pioneers established a Canadian nation and culture.	3. How the Commonwealth came into being.	3. How American cultures were developed through European settlement.	3. Movements of peoples in the ancient and medieval world.	3. The rise of national-	3. The search for secur-
4. How our community and/ or region was settled.	4. How Canadian institut-	4. How industry is affect-	4. The development of	4. The development of par-	4. Nationalism and the
5. How Canadian communit-	5. How Britain developed	5. How we carry on demo-	5. How the family influ-	5. Social enlightenment	5. The Canadian citizen
6. How Canadian culture has been enriched from many sources.	6. How British cultural influences on Canada have been modified by those of America.	6. How our homes and comm-	6. The Christian Church and its contributions to our civilization.	6. The background of Can-	6. Manifestations of Can-

Building good citizens in the first aim of our public school system. All school subjects and experiences play a part in this process, but it is the special task of the social studies. These subjects deal with human relationships.

To be a good citizen one should know and be able to use many facts and skills. He should know how various peoples, with different resources and customs, live together in peace and happiness. He should understand the history of his own people and the principles by which they live. He should be able to comprehend the problems of his people and be willing and able to help solve these problems. He should have high moral values and be loyal to the democratic traditions. Most of all he should be a well-adjusted individual, mature in thinking and able to get along with others in his family, his community, his nation, and his world. It is the aim of the social studies to train young citizens with these qualifications.⁴³

The World Book Encyclopedia defines the purposes of the social studies in these terms:

For many years, social-studies teaching throughout the world has had as its chief purpose the development of national pride and national patriotism. In addition, social studies classes now include material aimed at developing an appreciation for the institutions and customs of other lands. This is done to help students overcome any prejudices they may have against other races or countries, and to arouse their interest in world affairs.

The student is able to fit himself for future citizenship through the study of current events, civics, and politics. He is better qualified as a voter, and perhaps even as a future office-holder, if he has studied and discussed thoughtfully the government under which he lives.⁴⁴

⁴³Compton's Pictured Encyclopedia, (1957 Ed.), XIII, p. 238.

⁴⁴World Book Encyclopedia, (1957 Ed.), XV, p. 7536.

Hunt and Metcalfe carry the idea of adapting the social-studies curriculum to meet the socio-civic efficiency needs of students even farther when they state that "the foremost aim of instruction in high-school social studies is to help students examine reflectively issues in the closed areas of American culture".⁴⁵ In order that this aim may be realized, the content of the social studies should be such relevant materials from the social sciences as will help the student to deal with the personally-felt problems which arise out of such closed areas as race and minority group relations, social class, and economics, and cause conflict with pervasive and troublesome cultural issues--such conflict, if not resolved, leading to failure to achieve harmony and cohesiveness in social life and hindering the full realization of the democratic ideal in political life. The accent is, thus, upon fitting the student for citizenship and for group participation at the local level. The data from the social sciences furnishes the research materials with which the student works.

The Alberta social-studies curriculum reflects a similar interest in fitting the student for life in the present-day world. The introduction to the Senior High School Curriculum Guide (1955) contains the following statements:

⁴⁵Maurice P. Hunt, and Lawrence E. Metcalfe, Teaching High School Social Studies, (New York, Harper, 1955), p. 223.

The distinction between history and the contemporary social sciences is of the greatest significance in organizing and teaching the social studies. The fact that history alone is not able to explain the contemporary world was the basic cause for the emergence of the social studies field with its broadened interest and current applicability. The course, therefore, while it absorbs the time and much of the subject matter formerly allotted to history, geography, civics, sociology and economics, does not limit itself in each part, division or unit to the content of any one of them. The outlook is essentially broad and exploratory, and the course is made up of a series of correlated units of study rather than conducted as a rigid sequence of lessons. It thus offers many opportunities for active learning; for relating the lesson to contemporary events; for co-operative study by the class as a group.⁴⁶

Thus, the curriculum sets forth the guide lines for the content and scope of the social studies program. However, the success with which the course is carried out is dependent upon the objectives which furnish the framework and influence the selection of the specific subject materials used, upon the methodology used in the instruction, and, finally and essentially, upon the background of training of the social studies teacher.

⁴⁶Senior High School Curriculum Guide for Social Studies 10, 20 and 30, (Province of Alberta, Dept. of Education, 1955), p. 6.

CHAPTER II

THE OBJECTIVES OF THE SOCIAL STUDIES

The purposes which underlie the teaching and study of the social studies, the objectives outlined for the courses, form the framework upon which the curriculum is built, and determine the specific areas of knowledge upon which both the teacher and the student may draw most advantageously for the materials needed for the problem under study. That these objectives are valuable to the teacher, as well as to the curriculum-maker, is recognized both in the curriculum guides issued by local educational departments, and in the findings of educationalists who have carried out research on this aspect of the social studies at the provincial and the national level.

Although the curriculum guide furnishes a concise outline of the scope and sequence and the organization of the subject content of the course for each grade level,¹ it is the teacher who must select the specific materials needed for each unit of the course. If social studies instruction is to be intelligible, meaningful and useful to the student, it must be developed in accordance with certain objectives. Schutte sums this up very clearly

¹Senior High School Curriculum Guide for Social Studies 10, 20, and 30, (Province of Alberta, Dept. of Education, 1955), pp. 6-12.

when he writes:

...The purpose of setting up aims is to make the teacher aware of the values to be attained, so that he may select suitable materials and devices for reaching them. They serve in large measure as criteria for the selection of subject matter and for the determination of methods of procedure. They are guides to control, at least somewhat, student-teacher relations. They throw light upon desirable procedure, organization, supervision, and administration. Teaching which is not dominated by them tends to be lifeless, perfunctory, uninteresting, misdirected, and of slight value...²

The need to establish objectives to guide the teaching of the social studies has commanded the attention of curriculum-builders since the inception of the subject (1916). The fundamental problem has been to establish those objectives which will include the basic objectives of the fields of social sciences being integrated in the new course, and, at the same time, complement the objectives accepted as the "cardinal principles of secondary education".³

In general, the objectives which had previously guided the teaching of the social sciences were as follows:

History. The presentation of historical data, with special attention to (1) the contributions of ancient civilizations to the present society; and (2) the main historical events, with dates,

²T. H. Schutte, Teaching the Social Studies on the Secondary Level, (New York, Prentice-Hall, 1938), pp. 191-192.

³Report of the Commission on the Reorganization of Secondary Education of the National Education Association, (Washington, Government Printing Office, 1916).

in the development of the modern nations of Europe and North America. (The student learned this material, usually through memorization, in order that he might reproduce it on an examination.)

Civics. To furnish the student with a well-grounded knowledge of the machinery and functions of all the levels of government--local, state or provincial, and federal, in his own country.

Economics. To study the production, preservation, and distribution of wealth, and its use in the satisfaction of man's material needs.

Sociology. To appraise such social institutions as the family, the community, welfare organizations, the problems of racial groups in society, etc. (This is a new field of study, having come into prominence late in the nineteenth century at the university level.)

Geography. To survey the physical conditions of the earth, with emphasis on their influence on the growth of trade, exploration and discovery, and the growth of imperialism.

Now, these objectives must be revised and adapted to fit the directive implicit in the findings known as the Cardinal Principles of Secondary Education (1916) which noted in part:

1. Education should be guided by a clear, distinct conception of the meaning of democracy;

2. Each individual member of society should be given the opportunities to develop and prepare himself for the greatest usefulness to himself and to society...⁴

These views are included in a more recent statement of the general objectives of education:

...education in a democracy should develop in each individual the knowledge, interests, ideals, habits, and powers whereby he will find his place and use that place to shape both himself and society towards ever nobler ends...⁵

The blending of the objectives of the social studies with the general objectives of education led to the recognition of the role which the social studies might play in general education. As the scope of general education expanded, so did the conception of an increasingly important role for the social studies. At first, this was reflected in the increase in the number and diversity of the objectives stated for the social studies. In 1927, Swindler⁶ noted twenty-three generally accepted objectives in a survey of sixty state and city-school systems throughout the United States. In 1937, Horn,⁷ in commenting on the increase in the number of objectives for the social studies, noted that Kimmel had found 135

⁴Arthur C. Bining, and David H. Bining, Teaching the Social Studies in Secondary Schools, (New York, McGraw-Hill, 1952), p. 28.

⁵Ibid.

⁶Robert E. Swindler, Social Studies Instruction in the Secondary Schools, (New York, Prentice-Hall, 1933), pp. 139-140.

⁷E. Horn, Methods of Instruction in the Social Studies, (New York, Charles Scribner's Sons, 1937), p. 3; W. G. Kimmel, "Observations by a Visitor from Atlantis on Instruction in the Social Studies", The Social Studies, XXV (April, 1934), p. 183.

objectives for one course of study in social studies in a single grade, and 47 mimeographed pages of objectives for one junior high school course of studies. In 1938, Schutte⁸ was able to list 154 objectives gleaned from courses of study and from books and articles by writers in the field. Wesley wrote, in 1942, that "the social studies, probably more than other subjects, have suffered from exaggerated statements of objectives".⁹ Yet, out of this prolificness a new concept of the part that the study of the social sciences must play in the education of today's youth has emerged. The emphasis has shifted from learning for learning's sake to learning for functional competence.

A brief survey of the development of the social studies program during the past fifty years will give a clearer concept of the basic changes which have occurred in the anticipated outcomes or goals upon which the teaching of the course has been based.

Before the emergence of the social-studies course following World War I, the objectives generally accepted for history teaching were five in number:

1. To pass examinations and get credit;
2. To 'master the leading facts' (no-one being certain as to what those leading facts were);
3. To train the memory;
4. To cultivate 'mental discipline';

⁸T. H. Schutte, Teaching of the Social Studies on the Secondary Level, (New York, Prentice-Hall, 1938), pp. 236-242.

⁹Edgar B. Wesley, Teaching the Social Studies, (Boston, Heath, 1942), p. 89.

5. To cultivate patriotism.¹⁰

Between 1910 and 1916, certain socializing aims began to emerge in the history field, including such objectives as:

1. To understand the present by a study of the past leading up to the present;
2. To give an insight into the life of society;
3. To give a sense of time and movement, of growth and change;
4. To master the tools of learning--books, magazines, and visual aids;
5. To cultivate an interest in books and historical literature.¹¹

When Swindler had completed his survey of sixty state and city-school systems, carried out between 1922 and 1927, he found the following ten objectives for the social studies most often listed:

1. Socio-civic efficiency;
2. Information, as a basis of judgment, and as an end in itself;
3. Making the present world intelligible;
4. Intelligent, willing participation in civic and social activities;
5. Knowledge and appreciation of duties, rights and responsibilities;
6. Power to evaluate facts; clear, independent thinking and judgment;
7. Knowledge and appreciation of the principles underlying sound and enduring government and society;
8. Broadened interest, tolerance, sympathy, etc.;
9. Knowledge and appreciation of the past as a

¹⁰Robert E. Swindler, Social Studies Instruction in the Secondary Schools, (New York, Prentice-Hall, 1933), pp. 7-10.

¹¹Ibid.

background for the present;
 10. Love of country--an intelligent patriotism.¹²

In addition, Swindler listed another thirteen objectives in decreasing order of preference, which emphasized such concepts as respect for laws and institutions of the social order; ethical, moral and religious principles; appreciation of the interdependence of people; establishment of the idea of a changing and developing, instead of a static, world; health efficiency; worthy home membership; and similar objectives related to personality development and adjustment of the student to his social, economic, and political environment.

Then, comparing these objectives with the Seven Cardinal Principles of Secondary Education set up by the Commission on the Reorganization of Secondary Education (1916), the writer noted the following areas of similarity: 95 per cent of the courses of study included the socio-civic efficiency objective; 90 per cent, the command of the fundamental processes or facts; 50 per cent, ethical character; 40 per cent, vocational efficiency; 35 per cent, worthy use of leisure; 20 per cent, health efficiency; and 15 per cent, worthy home membership. The close correlation found between the objectives of general education and of the social studies led Swindler to conclude that "the social studies are considered to be

¹²Ibid., p. 141.

the chief agencies through which better citizenship training and practice are to be attained".¹³

In 1931, four years after the above study was concluded, the Commission on the Study of Social Studies in the Schools published a tentative list of objectives for the social studies. These objectives, stated in terms of student needs, were designed to give:

1. An understanding of the improved social institutions through which society functions;
2. Skill in the use of sources of information about society;
3. Help in developing points of view, interest and favourable attitudes, i.e. in promoting tolerance;
4. Social orientation, or systematic knowledge of social organization;
5. Actual participation in social activities.¹⁴

In 1948, in discussing the role of the social studies in general education, Levi set forth five objectives:

1. To provide a genuine understanding of the society within whose frame we live;
2. To exhibit those conflicts of value which underlie all political and economic decisions;
3. To provide the social knowledge which is a prerequisite to wise decisions of social policy;
4. To enlarge social sensitivity in those areas in which institutional change is desirable;
5. To prepare and encourage the individual toward intelligent social action.¹⁵

¹³Ibid., p. 142.

¹⁴Historical Outlook, February, 1931, p. 64.

¹⁵Albert William Levi, General Education in the Social Studies, (Washington, American Council on Education, 1948), p. 13.

In 1952, Bining defined the two-fold contribution of the social studies to education as:

1. The enrichment and development of the lives of the pupils to the greatest extent of their abilities and powers within their environment;
2. The training of pupils to take their place in a democratic society in such a way as to make their country a better place in which to live.¹⁶

This review of the objectives held for the social studies courses, over the past half century, indicates that definite concepts of the place of the social studies in general education are emerging. Certain facts pointing up this change include:

1. The development of fewer, sounder aims and objectives;
2. Less emphasis upon mastery of the material contained in a single textbook, and more attention to encouraging vicarious reading within the field of study;
3. An increasing emphasis on the outcomes of the instruction; that is, the results achieved in terms of student behavior and competence.

During the last decade, in particular, attention has been increasingly focused upon the immediate objectives of the social studies program, accompanied by the realization that the remote objectives might more properly be recognized as the objectives of general education. Curtin summed this thought up very clearly when he wrote:

The problem of objectives in social studies is a stubborn one, but it is amenable to solution. If it is kept in mind that each area of the curriculum must

¹⁶Arthur C. Bining, and David H. Bining, Teaching the Social Studies in Secondary Schools, (New York, McGraw-Hill, 1952), p. 33.

contribute to the aims of democracy, socialization, and personality development, and that the social studies are comprised of a body of knowledge that is important for its own sake, the picture becomes clearer.¹⁷

In general, the contribution of the social studies is now viewed in terms of student needs and developments. The encompassing objectives may be stated very simply as (1) to pass along the cultural heritage, and (2) to train for citizenship.¹⁸ However, within the framework of the social studies, each of the composite sciences has its own special contribution to make to the over-all pattern of teaching and directed study.

History furnishes the materials upon which thinking is based --definite, factual knowledge of the past. Civics contributes definite knowledge of the development and functions of the various governmental agencies under which man has lived. Economics gives concise knowledge of the growth of trade and the production of wealth to meet man's material needs. Sociology deals with the ways and means which man has employed to live in harmony (or at variance) within his family, his community, or his nation. Geography emphasizes the importance of the environment to man in his progress towards civilization.

¹⁷James Curtin, "The Problem of Objectives in Social Studies", School and Society, LXXXVI, (January 4, 1958), p. 11.

¹⁸G. L. Berry, in an address given before the A.T.A. Teachers' Convention, Edmonton, February 2, 1960. Permission to quote secured.

Thus, to the traditional materials furnished by history have been added materials from the other social sciences; in addition, each day current periodicals make their contributions to this store of knowledge. From this wealth of source materials, the social studies teacher must select such knowledge as will help to develop each particular aspect of the program he is teaching. This stresses the need for specific objectives to furnish guide lines for the selection of materials, and give direction to the goals or outcomes of the study in terms of student development. The teacher is the key to the social studies program, the pivot around which the course revolves. As such, he must possess a comprehensive knowledge of the source materials supplied by the contributing fields of social science so that this knowledge can give direction to his planning, both in the setting up of objectives and in guiding the outcomes, the goals, towards which the course is directed.

The student should be stimulated to read widely from the various materials supplied by the social sciences and from current materials found in newspapers and periodicals. These source materials can be used as the basis for his investigations into the phases of man's development as he progressed from the primitive to the civilized state. Only through research can the student gain an understanding of the changing quality of man's institutions--social, economic, and political, and an insight into how and why the forces which produce change and thus build a dynamic rather

than a static condition of society are operative today as they were in the past. The need to promote an appreciation of the fundamental principles of history, of right ideals of citizenship, and of man's cultural heritage and attainments is a basic factor in fitting the student for intelligent citizenship. Hence, the purpose underlying the reading program is that the student may acquire knowledge. The field, however, is wide and the materials available prodigious; and the teacher needs to guide and direct so that the student will not become confused and lose his way. The teacher is the leader. He needs to determine what will be included, and what omitted, with reference to the section under study. He it is who inspires his students to seek with him "...the values in life that have emerged as of greatest importance in the human struggle for progress..."¹⁹ Having grasped these value-concepts, the student may use them as important points of reference, guiding his understanding of the changes in attitudes which accompany periods of socio-economic change. If the student can gain an understanding of the society within which he lives, see this society as a whole, he can be helped to recognize that specific and seemingly isolated problems, such as racial discrimination, capital and labour disputes, and juvenile delinquency, are only understandable when it is appreciated that they grow out of the changing structure of man's social pattern as

¹⁹Senior High School Curriculum Guide for Social Studies 10, 20, and 30, (Province of Alberta, Dept. of Education, 1955), p. 10.

a whole. With regard to the outcomes of social studies instruction, Levi says, in part:

The real problem of the social studies in general education is to give individuals a knowledge of the social life of which they are a part and make them sensitive to those social values which must be perpetuated. Their purpose is, therefore, to provide knowledge of fact and value to the end of intelligent action.²⁰

Bining is emphasizing this point, also, when he writes:

...the acquiring of knowledge is only a means to an end.

Intellectual development goes beyond knowledge. The teacher must train pupils so that they develop methods of study, and that they develop skills and habits. This again shows the need of the well-trained, efficient teacher. Even this is not enough, for aims are concerned also with the attitudes and behavior of the pupils...²¹

Training for citizenship, not only in the home, in the school, and among his peers, but also on the larger scale of community affairs which includes the wise use of his voting privileges at municipal, state, and federal levels has become the salient objective of the student-oriented program of social studies. This objective, which focuses increasing emphasis upon the outcomes of the social studies instruction, is most often expressed in terms of the understandings, the skills, habits, abilities, and attitudes

²⁰Albert William Levi, General Education in the Social Studies, (Washington, American Council on Education, 1948), p. 3.

²¹Arthur C. Bining, and David H. Bining, Teaching the Social Studies in Secondary Schools, (New York, McGraw-Hill, 1952), p. 43.

which the emergent citizen has developed, these developments being considered concomitant with the acquiring of definite knowledge and advancement in intellectual life.

Agreement with the theory and idealism implicit in this objective for the social studies can be found in the Alberta Curriculum Guides for both the senior and junior high schools in which "the organization of the course is designed to place major emphasis upon certain specific objectives for each unit", these objectives being "listed under three headings--(a) Understandings; (b) Skills, abilities, and habits; and (c) Attitudes".²²

With reference to understandings, the Senior Curriculum Guide states:

The content outline for each unit is to be used to develop and fix in the minds of the students a small number of major understandings or generalizations...

...Facts must be collected, organized and studied in terms of the major purposes of the unit. To ensure adequate growth in comprehension and a coherent grasp of the whole year's work, each student should commit to memory a reasonable amount of the information secured. He should, however, be required to memorize only those facts that have become significant to him, facts that have become clearly patterned within the framework of the generalizations. Students with good memories may be expected to acquire a considerable body of information, to be able

²²(1) Senior High School Curriculum Guide for Social Studies 10, 20, and 30, (Province of Alberta, Dept. of Education, 1955), pp. 7-8;

(2) Junior High School Curriculum Guide for Social Studies - Language, (Province of Alberta, Dept. of Education, 1958), pp. 4-6.

to recall it readily during the course of the year, and to use it in processes of organized or reflective thinking. Much of it may fade beyond recall within a year or two, but, if the course is properly conducted, the major generalizations or concepts will be permanently retained by the student to form a solid foundation for further growth in social understanding...²³

This recognition of the student's need to memorize only such specific dates and data as will furnish a basis for constructive thinking in terms of periods in history in which specific events, changes, and developments occurred places an additional emphasis upon the need to teach, or re-teach and strengthen, the skills, abilities, and habits which are so intimately related to the student's ability to work effectively and efficiently. Although the emphasis in such teaching will vary with the unit under instruction and with the abilities, skills and habits of the class being taught, in general, specific attention should be given to such abilities, skills and habits as the following:

1. How to use a book; the value of its table of contents and its index to the reader;
2. How to use the library; understanding the classification and organization of the book collection; the use of the card index catalogue; the use and value of specific reference materials in research; the use and value of the vertical file with its current pamphlets and clippings and pictures from periodicals;
3. How to read maps, graphs, and statistical materials;
4. How to utilize materials in research work--giving

²³Senior High School Curriculum Guide for Social Studies 10, 20, and 30, (Province of Alberta, Dept. of Education, 1955), p. 7.

practice in the searching of relative materials as the foundation for drawing conclusions, for making deductions or inferences; establishing casual relationships; organizing events in sequence; etc.;

5. How to compile bibliographies, with citations correctly given, to accompany essays based on assigned topics;
6. How to plan, prepare, and deliver both the oral and written report;
7. Command of, and facility in, the use of the fundamental processes and the communication skills with which social, political and economic efficiency is so closely aligned.

Facility in the use of these skills, abilities, and habits in self-directed study often signifies the difference in achievement between the good student and the poor one. Since study is a very complex learning process, it is important that every teacher should hold himself responsible for helping his students to develop efficient methods of study. This is especially important at the high school level for--

Pupils entering the secondary level...are suddenly thrown upon their own resources and encounter a freedom from direct supervision to which they are unaccustomed. As a consequence, many of them succeed only after much floundering and many false starts. The superior and more gifted pupils frequently accomplish their purposes in spite of wholly unsatisfactory study procedures, and many failures among the less gifted pupils can be directly ascribed to a lack for which their teachers, and not they, are responsible--the lack of effective study procedures...²⁴

²⁴Maurice P. Moffat, Social Studies Instruction, (New York, Prentice-Hall, 1950), p. 116.

The development of attitudes is an intricate, almost inseparable part of social studies teaching. The wording of an assignment, the directed reading which accompanies the development of a topic or unit, and the sharing of classroom and library materials and facilities, as well as

...the attitude that a task must be finished, that work should be done in a neat and orderly way, that we must learn to work with others, and that we must be tolerant towards the thought and way of life of others...²⁵

all play a part in developing both class and individual attitudes. These attitudes, in turn, play a vital part in helping the student to develop a way of thinking about political, social and economic data which will give direction to the participation of the young adult in the activities of his community. In addition, these attitudes help to guide him in the effective use of his franchise at the various levels of self-government within his nation, and in the understanding of political matters of international significance.

Training in acceptable patterns of behavior creeps into the social studies program, also. By virtue of the subject materials with which he deals, and the choice of methods he may use in presenting these materials, the social studies teacher may offer constructive leadership in this field by example, by stimulation, by

²⁵Junior High School Curriculum Guide for Social Studies - Language, (Province of Alberta, Dept. of Education, 1958), p. 6.

motivation, and by sympathetic direction of the general procedures of the classroom. Basic to this teaching are such fundamental ideals as a knowledge of right and wrong complemented by desirable standards of life and an appreciation of what things are worthwhile in life, and an understanding of the fact that attitudes depend upon intellectual and emotional factors. In addition, the teacher will be concerned that his students recognize that (1) the scientific attitude seeks to form judgments based on facts, unbiased by personal feelings; (2) that wrong attitudes are largely the result of such behavior traits as bad temper, sulkiness, rudeness, disobedience, jealousy, laziness, and stubbornness; and (3) most attitudes, whether good or bad, are a combination of intellectual and emotional feelings.²⁶ Hence, among the right attitudes that teachers should consciously and consistently seek to develop are scientific-mindedness, truthfulness, tolerance, co-operation, intelligent optimism, loyalty and civic gratitude which includes an appreciation of the opportunities afforded in the group, the community, the nation, and the world. Schutte writes:

...Since ideals, attitudes, dispositions, interest, appreciations, and internal urges and drives are powerful influences and determinants of human behavior, it is necessary to develop desirable patterns of conduct

²⁶Arthur C. Bining, and David H. Bining, Teaching the Social Studies in Secondary Schools, (New York, McGraw-Hill, 1952), pp. 37-40.

in the lives of pupils in order to produce good citizens...²⁷

So important does the writer consider this aspect of social studies teaching that he concludes his discussion with the following statement:

In summary we may say that the aims of the social studies in the last two decades deal largely with:

- (a) The creation of attitudes and ideals;
- (b) The development of specific abilities valuable in complex social relationships;
- (c) The development and direction of critical social judgments;
- (d) Emphasis on social factors, such as co-operation, change, self-confidence, control, and well-regulated will and desire;
- (e) The cultivation of appreciation which will tend to enhance human welfare in our new complex industrial order;
- (f) The mastery of basic facts and principles, not for vague cultural or cyclopedic purposes, but for social use;
- (g) The production of definite behavior patterns on the part of individuals for the enhancement of the welfare of both the individual and society in general.²⁸

Thus, it can be seen that, during the past twenty years, the scope of the objectives which give direction to social studies teaching have come to focus definitely upon the outcomes of the courses in terms of student development. As a result, the development of objectives for the social studies program is part of the larger concept of evaluation of the end-result achieved in terms

²⁷Ibid.

²⁸T. H. Schutte, Teaching the Social Studies on the Secondary Level, (New York, Prentice-Hall, 1938), p. 228.

of functional value to the student of the over-all social studies program in the secondary schools.

The planning for these functional outcomes may be approached in one of two ways:

1. To develop the social studies program around objectives which are designed to:
 - (a) Pass along the cultural heritage;
 - (b) Teach, or re-teach and reinforce, skills, abilities, and habits;
 - (c) Train for citizenship;²⁹
2. To base the social studies program upon objectives designed to produce such behavioral characteristics in our future citizens as:
 - (a) An understanding of the changing world in which he lives;
 - (b) High ideals and values, wholesome attitudes, broad interests and appreciations, and deep and abiding loyalties;
 - (c) The individual competence necessary to participate in the world as it is so as to more broadly realize [sic] the ideals and values in which he believes. This individual competence includes the command of such basic skills as reading, writing, speaking, listening, observing and using numbers; and the ability to think reflectively about critical social problems.³⁰

For each of these approaches, the outcomes desired are the same: to help the student attain a genuine understanding of the society within whose framework he lives, and to train him for socio-economic

²⁹G. L. Berry, in a personal interview. Permission to quote secured.

³⁰Social Studies in the Senior High School, Program for grades ten, eleven, and twelve, Curriculum Series No. 7, (Washington, National Council of Social Studies, November, 1953).

efficiency within that society.

When social studies teaching is dominated by these objectives, it supports the principles of both general education and social education because it seeks to help the youth of our nation to acquire a knowledge and appreciation of their cultural background, to afford guidance and training in the development of attitudes, skills, abilities, and habits, and to develop behavioral patterns which will contribute to the enhancement of the welfare of the individual and of society in general.

To implement these objectives, the teaching should be very carefully planned so that the student is left with

...whole patterns of thought in relation to the unit or topic under study which will serve to guide him in constructive judgments and decisions about political, social and economic relations, affairs, and problems in terms of present day developments.³¹

Thus, in addition to setting up the objectives for the course in social studies, the teacher must select the materials which he can use to the greatest advantage in developing the unit or topic, and decide upon the teaching method and techniques which offer the greatest possibilities for development of the concept being sought in the section of the course under study.

³¹M. L. Watts, in a personal interview. Permission to quote secured.

CHAPTER III

THE METHODOLOGY

The methods and techniques used in teaching the social studies play a vital part in helping to achieve the outcomes envisioned for the course. In fact, it may be said that while the objectives furnish the guidelines which lead the way to the goals set, and the materials selected furnish the basic facts required for foundation of thought, it is the methodology which builds the framework for the concepts being developed in young minds. The materials selected to develop the unit effect the methodology to be used; in turn, both of these are influenced by the teacher's training in the social sciences and in methodology.

Since each unit or topic is predicated upon a period in man's historical development, the selection of specific reference materials, and relative guidance in the wealth of related materials which can be brought to bear upon the topic, depends very largely upon the teacher's own background of course study in the social sciences. The organization of these materials for presentation to the class, as well as plans for their effective use by the class in developing the concepts conceived as end-products of the study, will depend upon the values, insights, and relationships which the teacher uses as directives in his planning. Thus it is that the

selection of materials for a particular topic or unit may vary from teacher to teacher, depending upon the sound scholarship and competent workmanship which each teacher brings to bear upon his interpretation of, and plans for the implementation of, the topic under study. The course of studies, or course program, furnishes the guidelines which determine the scope of the study.

However, the method to be used, and the procedures to be followed, in teaching the social studies are seldom outlined in the course of studies. In an account of a survey made in 1933, Kimmel wrote:

The fact that nine junior high school and eight senior high school courses of study contain no mention of methods and procedures is probably accounted for in part by the tentative character of the materials and in part by the assumption that teachers already have had training in and experience with different methods and procedures. The reference to methods in a few courses is coupled with an implied apology for mentioning them at all.

In addition to the number of courses of study in which no mention is made of methods and procedures, there is a marked emphasis in many courses on freedom on the part of the teacher in the selection and use of methods which are adapted to the needs and maturity of pupils. The choice of methods in terms of the personality, resourcefulness, and experience of the teacher also receive approval in these courses. The conditions under which the teacher and pupils work, the amount of equipment and the library facilities available for their use, and the standards of achievement recognized in the school are other factors which presumably determine the selection of methods...¹

¹W. G. Kimmel, Instruction in the Social Studies, Bulletin No. 17, Monograph No. 21, (Washington, U.S. Govt. Printing Office, 1933), p. 92.

A careful study of this excerpt points up the fact that the conditions which affect the selection of methods and procedures have a constant quality, being as applicable today as they were thirty years ago. Curriculum guides and courses of study are designed to meet the needs of the trained teacher who brings to his work a detailed and accurate knowledge of the various methods of instruction which can be utilized to achieve the outcomes conceived in terms of the objectives formulated for the topic and, at the same time, incite both interest and appreciation as co-products of the learning process.

It is this knowledge of the various methods of instruction which enables the teacher to select the method required to meet a specific need. In selecting teaching methods in terms of teaching needs, the teacher is apt to be influenced by the theses upon which teaching methods and procedures rest. In his book on instructional techniques in the social studies, Schutte lists sixty-two theses "pertinent to method". Of these, the following seem to have special significance for today's social studies teacher:

Teaching implies guiding and making learning more efficient.

Experience is a royal road to learning. This demands more than the surface knowledge sufficient for repeating words. Experience is closely related to real knowledge, which demands that the student enter into the matter understandingly and feelingly.

Effective teaching or learning must result in a change in the learner. The expression used in connection

with the school implies change in a desirable direction.

Effective teaching must result in a transfer of behavior patterns. Acquisitions of skills, knowledges, and so forth, which do not further desirable behavior patterns, are incongruities.

The possibilities for building desirable behavior patterns are particularly marked in the social studies.

Methods of procedure in teaching and learning are important, as well as content.

Effective teaching demands deep and broad preparation in both the subject-matter field and professional knowledge. It should spread well beyond the confines of a particular field of learning and must present knowledge in terms of life relations.

The learner's interests may well be regarded as determining factors in both content and procedure. We must, however, not forget that there is a difference between whims and interests, and that it is the business of the teacher to direct and give rise to interests.

Worthwhile, active learning demands real effort on the part of the learner. Life is not all play, and an attempt to reduce all work to play is a harmful deception. The learner, as well as the teacher, must contribute his part.

The textbook is not an outmoded entity to be lightly cast aside. Most teachers have definite need of it, and schools are poorly supplied with other materials. We should think more of using the textbook wisely rather than of discarding it.

One cannot think in a vacuum. Items of knowledge are the sine qua non for thought in any subject; hence, testing for them is advisable.

The assignment is a vital part of an adequate teaching procedure. It must guide the learning process.

Attitudes and ideals arising from work in the social studies are more important than knowledge of mere facts; but unsupported by facts, they tend to descend to the level of prejudice and mental narrowness.

Proper material equipment is necessary for the best teaching in the social studies, but it does not in itself secure desired results. Moreover, common sense, work, and preparation can often be substituted for some materials.

The teacher's personality, character, and ideals are powerful factors in effective teaching, but these can be made and remade.

There is very little that is wholly new in the methods of teaching the social studies. Most procedures have been used and suggested many years ago. There is still room for improvement in the application of procedures.

A sound philosophy of life and of education is an essential prerequisite for adequate teaching of the social studies.²

There is a timeless quality about these theses: they are as acceptable and as valuable as guides in lesson planning, as they were when Schutte compiled them, over twenty years ago. These theses point up the salient objectives of a good lesson:

1. Well-developed aims designed to produce certain definite behavioral changes in the student;
2. Carefully selected materials which will form the basis for thought;
3. Carefully planned lessons presented in a way calculated to arouse and hold the student's interest, and lead him into wide reading in the specific field under study, as well as in the related fields;
4. Unfailing attention to the acquisition of factual knowledge in "whole patterns of thought" (cf, p. 45), accompanied by the development of the skills, habits, and attitudes which will further desirable behavioral patterns;
5. Use of the assignment as a clear-cut teaching device

²T. H. Schutte, Teaching the Social Studies on the Secondary School Level, (New York, Prentice-Hall, 1938), pp. 320-325.

to guide the learner in his research studies and to help him acquire facility in organizing and expressing his thoughts in logical, orderly, well-planned reports, both oral and written;

6. Use of a regular testing program to evaluate both the items of fact knowledge retained by the student and his ability to think in terms of this knowledge.

So long as these teaching goals are borne in mind, the teacher may choose the instructional methods and procedures which promise to yield the best results in a specific circumstance, that is, at a specific point or step in the development of the thought-sequence of a particular topic or unit, or part thereof. The choice of methods to be employed is wide; in addition, many of these methods lend themselves readily to adaptation in the hands of a well-trained teacher.

Schutte notes that:

The methods or procedures of instruction employed in secondary schools fall under thirteen heads, as follows: oral; textbook; question and answer; topical; source; problem; project; individual; unit; thesis-response; supervised study; testing and examining; and the socialized procedure.³

He builds his discussion on methods around these procedures.

Samford discusses the selection of methods in the following words:

In approaching the topic of methods of teaching the social studies, one can profitably give attention to many of the simpler and older techniques that have been used.

³Ibid., p. 325.

Among them are project, problem, and socialized recitation. Each has numerous advantages and disadvantages. These should be considered carefully. It is to the interest of the teacher to incorporate the best that can be found in any particular method in procedures that seem adapted to his own classes.⁴

This idea is further developed by Moffatt who writes:

There is no one best method that can be unequivocally recommended for use in teaching any specific lesson. The success of any method must be determined by its results in terms of pupil growth and development; one that is successful for one teacher is not necessarily successful for another teacher. By the same token, a method that is successful with one group of pupils is not necessarily successful when used by the same teacher with a different group of pupils, or with the same group of pupils at another time or under different conditions. Method must be both flexible and workable; it should never become stereotyped. No teacher can use the procedures of another teacher and apply them successfully until he has studied them and made certain modifications to adapt them to his own use. Method, like good teaching, requires broad general knowledge, a clear prospectus, masterful skills, a co-operative spirit, and a pleasing personality...⁵

Wesley's list of basic teaching methods includes telling, reading, writing, showing, demonstrating, questioning, and guiding.⁶ In selecting the combinations of these methods which have been found to be most useful in teaching the social studies, he considers the "point of emphasis" which characterizes each method. His table showing these related value-concepts is given below:

⁴Clarence D. Samford, and Eugene Cottle, Social Studies in the Secondary School, (New York, McGraw-Hill, 1952), p. 201.

⁵Maurice P. Moffatt, Social Studies Instruction, (New York, Prentice-Hall, 1954), pp. 146-147.

⁶Edgar B. Wesley, Teaching the Social Studies, (Boston, Heath, 1942), p. 454.

METHOD	POINT OF EMPHASIS
Topical	Synthesized content
Unit	Understanding of significant units
Textbook	Content
Question and Answer	Clarification and drill
Lecture	Authoritative presentation
Contract	Differentiated achievement
Block	Differentiated assignment
Laboratory	Achievement through equipment
Problem	Experience in solving problems
Project	Experimental learning
Directed Study	Facilitation of learning
Socialized	Social co-operation
Developmental	Pupil growth
Source	Development of critical faculties ⁷

This table emphasizes the author's interest in the problem of individual differences, not only from class to class, but also within the class itself. It is these individual differences in social awareness and background, in aptitudes, and in achievement potential with which the teacher must be concerned as he selects the methods of instruction to be used in the work being planned. The effectiveness of his teaching will be influenced in no small measure by

⁷Ibid., p. 455.

these individual differences; this will be especially noticeable in the background knowledge of the class, or the pupil, which exerts considerable influence upon "its predisposition to acquire new knowledge, and its resistances to certain types of teaching in the field of the social studies".⁸

As noted above, the choice of methods is wide, and there is considerable over-lapping in the procedures outlined under the methods named by the various writers in the field of social studies instruction at the secondary level. A comparative chart of the teaching methods and procedures outlined by four such writers, using Schutte's thirteen points in the base column, illustrates considerable agreement on the methods which hold the greatest potential value in the field of social studies instruction.

⁸Albert William Levi, General Education in the Social Studies, (Washington, American Council on Education, 1948), p. 43.

<u>Schutte</u> (1938) ⁹	<u>Wesley</u> (1942) ¹⁰	<u>Samford</u> (1952) ¹¹	<u>Moffatt</u> (1954) ¹²
Oral procedure	Lecture method		Lecture or telling method
Textbook	Textbook	Textbook	Textbook - recitation method
Question and answer	Question and answer		
Topical	Topical		
Source method	Source method		
Problem method	Problem method	Problem method	Problem method
Project method	Project method	Project method	Project method
Methods of individual instruction	Block method		
Unit method	Unit method	Unit method	
Thesis-response			
Supervised study	Directed study	Supervised study	Supervised or directed study
Socialized procedure	Socialized recitation	Socialized recitation	Socialized recitation
Testing and examining		Measurement and evaluation	
	Laboratory method		Laboratory method

⁹T. H. Schutte, Teaching the Social Studies on the Secondary Level, (New York, Prentice-Hall, 1938), p. 325.

¹⁰Edgar B. Wesley, Teaching the Social Studies, (Boston, Heath, 1942), p. 455.

¹¹Clarence D. Samford, and Eugene Cottle, Social Studies in the Secondary School, (New York, McGraw-Hill), 1952), pp. 201-319.

¹²Maurice P. Moffatt, Social Studies Instruction, (New York, Prentice-Hall, 1950), pp. 146-161.

It is noted that the four authorities agree on the value of such developmental methods as the problem, the project, directed study, and socialized recitation. There is less unanimity on the value of the lecture, question and answer, or general methods involving individual instruction. It is apparent that the writers agree on the importance of methods which encourage the student to prepare for and participate in the classes.

Because a complete description of the advantages, the disadvantages, and the details can be found in many textbooks, and because this survey is beyond the scope of this study, further amplification of this topic seems unnecessary.

In teaching the social studies there does not seem to be any "best" method, and few teachers concentrate on the use of any one method exclusively. The successful teacher is guided by the need to adapt his instruction to the needs and requirements of the student in order that he may give the student "a genuine understanding of the nature of the social universe which has historically evolved and in which he will spend his life".¹³ The teacher varies his methods and techniques to suit the conditions under which he is working, and, if he finds it necessary, develops new techniques to meet these conditions. Hence, method is not a static process, but,

¹³Albert William Levi, General Education in the Social Studies, (Washington, American Council on Education, 1948), p. 9.

like good teaching, requires a broad general knowledge of subject materials, a clear prospectus, a thorough mastery of skills, and an adaptive ingenuity.

In modern educational concepts the trend is away from formalism, and emphasis is placed upon functional learning in terms of the individual needs of each pupil as he grows into adulthood with its attendant social, economic and political responsibilities. Hence, in his selection, development, and use of teaching methods and procedures, the teacher must plan in terms of two salient tenets of modern education:

1. The need to assist the high school student to acquire "a mastery of those parts of a field of inquiry which can function evidentially for him in solving problems that concern him..."¹⁴ in his adaptation to the socio-economic environment in which he will live;
2. The knowledge that the best methods of teaching are those which "arouse interest and effort, which develop self-activity and initiative, which stimulate independent thinking and judgment on the part of the pupil, and which make for co-operation and socialization".¹⁵

Under the conditioning impetus of these tenets, the ingredients of good teaching procedures are woven into, and become an integral part of, the total educative process in which the chief components

¹⁴Maurice P. Hunt, and Lawrence E. Metcalf, Teaching High School Social Studies, (New York, Harper, 1955), p. 350.

¹⁵Arthur C. Bining, and David H. Bining, Teaching the Social Studies in Secondary Schools, (New York, McGraw-Hill, 1952), p. 60.

are the nature and ability of the student, the materials of instruction, and the general objectives or goals of achievement sought. In attaining these goals, methodology must be maintained as a dynamic function, capable of being moulded and adapted by the skillful teacher to meet his specific needs. Ability to function successfully in this specialized process of method-adaptation is based upon a broad understanding of all the phases of method, including psychology as a part of the philosophy of education. Such training is of the utmost importance and value when it is developed in conjunction with a thorough training in the materials of instruction in the social studies--history, civics, economics, sociology, and geography.

CHAPTER IV

THE TRAINING OF THE SOCIAL STUDIES TEACHER

The twentieth century has been a period of great educational change. School administrators, accepting the ideal of a totally literate populace as their educational yardstick, have been grappling with the problems involved in providing educational facilities for the total child population, from the age of five or six years upward. In general, the emphasis has fallen upon the subject content of the school courses offered in relation to pupil needs, aptitudes, and abilities. The Thirties and Forties saw the development of "progressivistic" trends in education. Gradually it became apparent that the results of such instruction were not always as satisfactory as the educational theorists had expected. The literature in the field indicates that a number of educators consider the development of adequately trained teaching personnel to be one of these causes for dissatisfaction with the newer approaches to instruction. Less than a decade ago, Bining wrote:

The most important factor in education--the teaching staff--has often been the most neglected part of our educational program. This has been especially true in the teaching of history and the other social studies...¹

¹Arthur C. Bining, and David H. Bining, Teaching the Social Studies in Secondary Schools, (New York, McGraw-Hill, 1952), p. 211.

Fifty years ago, the training for the secondary school social-studies teacher included preparation in four areas--history, geography, civics, and economics, with the greatest emphasis falling upon the study of history. As the objectives of general education included in social studies teaching were extended to embrace the practical application of historical knowledge, and as the emphasis in instruction shifted from the memorization of facts to the functional competence of the members of a group, the need for more diversified and extensive course study in the areas of the social studies became apparent. It was not that the study of history was considered less important than formerly, but rather that the concept of the values of history in presenting learning had become more inclusive. Today it is recognized that:

...The purpose behind the study of history is to broaden and deepen our own experiences by learning as much as we can about the experiences of mankind in the past...

History, it has been said, is the house in whose rooms live all the other subjects. Thus, the whole human knowledge has relevance to history. History in its methods is perhaps closest to the humanities, literature, philosophy, and the fine arts, but it also has a close relationship to what are called the social sciences--geography, political science, economics, psychology, and sociology--for these subjects also attempt to study the behavior of man in relation to his environment. Mathematics and the pure sciences are part of man's intellectual history and the historian cannot ignore the applied sciences, for these modify man's environment. There is really no field which is not related to history, for all man's activities, from religion to ditch-digging can be considered historically,

that is, in the way in which they change through time...²

When history is studied in terms of social aims--that is, "in terms of cultures, of countries, of periods, of people",³ it becomes a study of man's relations and inter-relations--historical, geographical, and social. If the young student is to be provided with a basis of factual knowledge and an orientation to life, he should be guided by teachers trained not only in methods of instruction and educational psychology, important as these are, but also in the basic factual materials of the social sciences, especially in the fields of history, civics, economics, sociology, and geography. In addition, teachers need an adequate background knowledge in such areas of study as social psychology, adolescent psychology, mental hygiene, adolescent growth and development, and cultural anthropology. More extensive background study in human relations, in educational and economic sociology, and in political science will aid the teacher in presenting a useful social studies program in terms of citizenship responsibilities.

For a large percentage of students, high school studies represent terminal education. Therefore, if the teacher is to make any significant contribution to the process of fitting the student for

²Professional Outlines, (Edmonton, University of Alberta, 1959), p. 46.

³Ibid.

active citizenship, he must not only be well trained in his special teaching field, but he must also continue his studies. He works in a dynamic, vigorous field of human development which is unlimited in width and grows constantly in depth. Hence, the social studies teacher should always be a student of such areas as national and world history, geography, government, economics, and international relationships. He needs to develop a broad understanding of family and community relationships as these pertain to his pupils. He needs to keep abreast of current developments in his field, at the local, national and international level. One authority suggests that:

...the teacher of Social Studies will be well advised to read regularly at least two newspapers of divergent views; to subscribe to one or more of the educational weekly reviews; to study the maps and handbooks of the Bureau of Current Affairs; to buy such periodicals as will keep him right up to date with his special interests; to keep in touch with the progress of science through the Penguin Science News or its equivalent;...⁴

The reading of current history is but the starting point. The value of such reading is found in the teacher's own ability to evaluate the impact of new historical data in terms of the past; to formulate adaptive methods and techniques by which these new materials, focused on new situations, may assist in building up new social studies concepts designed to encourage a more adequate understanding of the present social order.

⁴James Hemming, The Teaching of the Social Studies in Secondary Schools, (London, Longmans, Green, 1950), p. 90.

To aid him in carrying out these evaluative and formulative measures successfully, the teacher requires a broad cultural and factual background of knowledge in addition to intensive preparatory study in his specific field.

It is not expected that the basic knowledge of the social studies teacher shall be encyclopedic in scope, but it is expected that his knowledge shall be based upon study and research which are broad enough and deep enough to enable him to analyze problems, to think them through clearly, and to consider them in the light of a wide variety of information. Also, he might be expected to understand and cherish significant and desirable social and personal values. Then, in his teaching, enriched by his own depth of scholarship, he should be able to stir the interest and imagination of his students; awaken in them an awareness of their own scholastic abilities; and encourage them to achieve their intellectual potential-- "to find their place and use that place to shape both themselves and society towards ever nobler ends".⁵

It is not suggested that study and research alone are the prerequisites to successful teaching. Professional training is very important. It is through his studies in methodology, and in practice teaching and teacher observation, that the teacher learns to evaluate

⁵Arthur C. Bining, and David H. Bining, Teaching the Social Studies in Secondary Schools, (New York, McGraw-Hill, 1952), p. 28.

teaching techniques. It is through noting the varied instructional approaches used by the teacher that he learns to appreciate the flexibility and adaptability of teaching procedures from a practical viewpoint.

Other areas of professional training which have value for the teacher are those dealing with the principles involved in, and the organization of, secondary education. The courses most often mentioned in the literature of the field as having significance for the social studies teacher include Comparative or Contemporary Education, History of Education, Curricular Development, and School Management and Organization. From study in these areas the teacher should be able to gain a knowledge of the origin, the development, and the subject matter of the social studies which will guide him in understanding and interpreting present curricular trends and developments in methods in social studies instruction at the secondary level.

In addition to study in these areas, the teacher needs to have an understanding of the world at the present time if he is to interpret its dynamic, complex, ever-changing problems to his students. To fit him for this, his professional training needs to include such courses as educational sociology, psychology, and hygiene which deal with the relationships of individuals and groups in present-day society. Courses such as educational measurements and philosophy of education will help him to evaluate the success of his teaching and of his pupil's growth in knowledge and acceptable patterns of behavior.

The personal attributes of the teacher, his innate personality traits and characteristics, influence his success in teaching. These are the elusive ingredients in the training program, difficult to develop because they are so difficult to enunciate and classify, let alone evaluate. One educationalist has listed these personality prerequisites under the Five I's:

1. Imagination;
2. Insight (into individuals and into social relationships in school and community);
3. Intuition (knowing when to act and when to keep hands off);
4. Ingenuity in devising new techniques and pursuing new learnings to build on previous learnings;
5. Initiative.⁶

Although some of these qualities may be developed in a teacher through appropriate guidance and direction, the teacher who has these personal attributes has a greater capacity for good human relationships--he already possesses the qualities which will enable him to get on well with his pupils. Thus, his natural attributes and interests will play a part in enabling the teacher to comprehend the learning needs of his students, and give them wise guidance in study through the selection of the pertinent materials required to meet their specific study needs.

Bining sums up the basic requirements in the training of the

⁶Social Studies in the Senior High School, Programs for Grades Ten, Eleven and Twelve, Curriculum Series, No. 7, (Washington, National Council for the Social Studies, 1953), November, 1953, p. 9.

social studies teacher in three words--"scholarship, professional training, and personality".⁸ Of these, there seems little doubt that he places the emphasis upon scholarship:

...For the teacher, this means two things--a sound knowledge of the subject or subjects he teaches and a general liberal education. His knowledge must be broader than the subject matter that he teaches. This is especially true of the social studies, with its vast amount of material. The teacher of these subjects requires a broad cultural and factual background.⁹

In the training of a teacher for the social studies, the nature of the academic courses that he takes is more significant than the number of them that he completes...¹⁰

A survey of the Senior High School Curriculum Guide for Social Studies 10, 20, and 30¹¹ reveals that, in order to be adequately prepared to carry out the teaching program outlined, the social studies teacher should have pursued study and research in the social science areas incorporated into the social studies curriculum--history, civics, economics, sociology and geography.

In general, the literature in the field of teaching the social studies in the secondary school reveals considerable emphasis upon the requirements and training of the social studies teacher. The

⁸Arthur C. Bining, and David H. Bining, Teaching the Social Studies in Secondary Schools, (New York, McGraw-Hill, 1952), p. 194.

⁹Ibid.

¹⁰Ibid., p. 196.

¹¹Senior High School Curriculum Guide for Social Studies 10, 20, and 30, (Alberta, Dept. of Education, 1955), pp. 6-7.

aspects of teacher-training most often mentioned include the specific content of the social studies as outlined in the curriculum guides, his background of knowledge in the liberal arts in general and the social studies subjects in particular, and his professional training.

These may be set forth as follows:

1. The content of the social studies curriculum today consists of materials selected from the traditional courses of history, civics, geography, economics, and sociology;
2. The teacher's general education in the liberal arts, and his more specialized knowledge in the social studies fields, needs to be broad and deep enough to enable him to pass along the cultural heritage; to help the student to attain a genuine understanding of the society within whose framework he lives; and to train him for socio-economic efficiency and citizenship within that society;
3. The professional training of the teacher is stressed. It helps him to evaluate and select subject content in relation to objectives and adapt theory in methods to teaching procedures; it helps him to give useful and purposive guidance to his students; and it helps him to evaluate the outcomes of his teaching in terms of the achievement of social studies objectives, and the growth in knowledge and acceptable patterns of behavior achieved by his students.

Therefore, when the teacher begins his training for social studies instruction, he should plan to acquire a good general education in the liberal arts, and then go on to specialize in the social studies. At the same time, he should seek training in the professional field, studying in such fields as psychology, philosophy, the history of education, guidance and measurement, and teaching methods.

In view of the findings from the literature in the field, it seems reasonable to conclude that, in addition to his study in the liberal arts, that the program followed by the teacher who is training for social studies instruction should include:

1. Study and research in the social sciences with special emphasis upon the fields of history, civics, economics, sociology, geography, and current events;
2. Professional study and training, with courses in history of education, philosophy of education, curricular development, educational measurement and evaluation, educational psychology and sociology, and both general and specific methodology, that is, teaching in high school grades, teaching the social studies in secondary schools, and observation and practice teaching.

In order that the validity of this hypothesis concerning course study and research might be assessed, two surveys have been carried out:

1. An analysis of the courses offered by the Faculties of Education of Universities and Teachers' Colleges in the ten Canadian Provinces, plus a geographical sampling of the courses offered by American teacher-training institutions;
2. A questionnaire survey of the background training which teachers currently instructing in the social studies in Alberta have sought for themselves as preparation for their work, and of the recommendations and suggestions in program planning which they may offer to the prospective social studies teacher.

I THE ANALYSIS OF TEACHER-TRAINING PROGRAMS

Selection of teacher-education training centres. In Canada, the provincial university was chosen in each of the four western provinces, in New Brunswick, and in Newfoundland; Dalhousie University in Nova Scotia; St. Dunstan's University in Prince Edward Island; McGill University in Quebec; and the Ontario College of Education in Ontario. In the United States, the geographical representation chosen for the survey of teacher training centres was based on the following divisions, using information supplied by the Encyclopedia Britannica:¹²

North Eastern States	Teachers' College, Columbia University
South Eastern States	University of Georgia
East North Central States	University of Illinois
West North Central States	University of Minnesota
East South Central States	University of Kentucky
West South Central States	University of Houston
Mountain States	Colorado State University (Boulder)
Pacific States	Stanford University

The requirements of the training program. In general, the Faculty of Education Calendars list their requirements under two headings: Entrance requirements and Graduation requirements. Graduation requirements are then sub-divided into academic requirements and professional requirements. This plan has been followed in the accompanying chart. (See Appendix A)

¹²Encyclopedia Britannica, (1957 Ed.), XXII, 734.

Entrance requirements. Considerable range in the basic requirements for university entrance to the Faculty of Education is revealed by the survey. Four of the Canadian Universities--Dalhousie, St. Dunstan's, Ontario College of Education, and the University of Manitoba, require that the applicant must hold an approved undergraduate degree from an approved University before he may enter the teacher-training institution. Dalhousie, New Brunswick, McGill, Saskatchewan, and British Columbia Universities require that the applicant must be a high school graduate in the university program. Alberta University requires that the student be a high school graduate with a sixty per cent average in six academic subjects, including English and Social Studies. Memorial University and St. Dunstan's University will accept students with grade eleven standing, provided they have attained an average of not less than sixty per cent in their grade eleven work.

Five of the American Universities--Columbia Teachers' College, Georgia, Minnesota, Houston, and Stanford, require that the applicant be a high school graduate in the university program. The other three--Illinois, Kentucky, and Colorado State, require that the applicant hold a high school diploma with a fifty per cent over-all average. Usually, each university states its entrance requirements in considerable detail, often with specific requirements relating to the high school program which the student must follow. For example, both Ontario and British Columbia require grade thirteen, with a

university program; in Alberta, university-bound students must complete a program of six academic subjects. In the case of an applicant being accepted without full matriculation, as in Newfoundland and Prince Edward Island, the applicant is required to complete the prerequisite high school courses before proceeding to university courses; that is, the student enters the university with a junior matriculation standing, and subsequently raises this to full matriculation standing.

American universities may accept applicants with a fifty per cent average in their high school work, but they place requirements on the pattern or program of studies followed in high school. For example, Colorado State University requires that applicants have graduated from an accredited high school and rank in the upper two-thirds of the high school graduating class, with satisfactory completion of at least ten units from the academic fields of English, foreign languages, Mathematics, Science, and Social Studies. A unit is one year's work in one subject. The University of Illinois requires that the applicant be a graduate of an accredited secondary school with completion of at least fifteen units of acceptable secondary work, including two majors and one minor selected from English, foreign language, Mathematics, Science, and Social Studies--one of the majors must be English. Again, a unit is defined as an academic year's work in a subject. A major consists of three unit courses in one field; a minor, of two unit courses in one field. In Social

Studies, the subjects included in the field are civics, commercial or economic geography, economics, history, psychology, and sociology.

In three Canadian Universities, a double entrance requirement must be met. Dalhousie University requires that the applicant must (1) be a high school graduate in the university program, and (2) hold an approved under-graduate degree from an approved university before he may be accepted into the Faculty of Education training program. New Brunswick University requires that the applicant (1) be a high school graduate in the university program, and (2) hold an interim or permanent teaching certificate before he enters the teacher-training program. The Ontario College of Education accepts only students who hold (1) an approved under-graduate degree from an approved university, and (2) an interim or permanent teaching certificate.

Academic requirements. There is a very close relationship between the entrance requirements and the academic requirements, especially in Canadian Universities. The four universities which require the completion of an under-graduate degree as a prerequisite to admission--Dalhousie, St. Dunstan's, Ontario College of Education, and Manitoba, list no specific academic requirements. The University of New Brunswick does not list any academic requirement, either. Memorial University which admits applicants holding a junior matriculation requires the study of English, History, Mathematics, and Science, in the teacher-training program. The University of

Saskatchewan requires the study of five academic subjects--English, History, Geography, Mathematics, and Science. McGill, Alberta, and British Columbia Universities require the social studies teacher to complete courses in English, History, and Geography, with options or elective courses to be selected from Political Science, Economics, Science, and Mathematics.

American Universities prescribe a more specific outline of academic courses for the social studies teacher. English, History, Geography, Political Science, Economics, Mathematics, and Science are required courses at the University of Georgia, with Anthropology suggested as an elective. The University of Kentucky requires the completion of courses in English, History, Geography, Political Science, Economics, and Anthropology. Houston requires English, History, Political Science, and Science. Colorado State follows this outline, but requires Economics instead of Science. Stanford requires the study of English and History, listing Geography, Political Science, Economics, Mathematics, and Anthropology as electives. Columbia, Illinois, and Minnesota Universities do not list English as a required subject; however, as noted above, the entrance requirements for these universities include the study of English as a major in the high school program.

The study of a foreign or modern language, for example, French, Latin, German, is required only by Memorial University and the University of New Brunswick; Saskatchewan and Kentucky include

a foreign language as an elective course.

Course study in Music, Art, and Drama is required by the University of Houston; McGill and Kentucky list these three fields of study as electives. Saskatchewan, Colorado State, and Stanford list Music and Art as elective courses; whereas, British Columbia lists Art and Drama as electives. A course in Speech-Training, that is, the instruction and practice of speech, is included in the schedule for first year students in the majority of programs. It is a compulsory course in some cases; a part of the advisory service to teachers in others.

Study in the fields of Psychology, Philosophy, and Sociology, is not generally listed as an academic requirement--four of the eighteen universities list Psychology as a requirement; two list Philosophy; and five list Sociology. Study in these areas is encouraged on an elective basis through consultation with the student's faculty advisor.

Major-minor course pattern. Of the eighteen universities included in this survey, only four Canadian and three American Universities do not require a major-minor course pattern. In the remaining eleven universities, course requirements for the social studies teacher must follow a major-minor pattern. That is, if the student is majoring in the social studies, he must choose at least four courses in the field of history (the major field), and three courses from the related social sciences--geography, economics,

sociology, and political science (the minor field).

In Canada, the universities function under a seven-months term. Thus, one course in history represents a year's study in this field. In general, social studies majors must take one general history course, followed by a senior course in Canadian or American History, and a senior course in European History. In American Universities which function under the semester system there is a much wider choice of courses; each of one quarter or one semester duration. The end result is basically the same--the student studies History in general, and American History in particular, with European or World History as a senior course.

In the minor field of study, Geography and Political Science are required courses, according to the majority of the Calendars, with increasing emphasis on the value of Economics and Sociology to the teacher of the social studies.

Professional requirements. The importance of the professional education of the teacher is evidenced by the breadth of the field of professional studies from which the student may select his course requirements. Although this survey revealed a general outline of nineteen individual courses, these courses fall into five general areas of study, namely:

1. The study of education;
2. Educational psychology and educational sociology;
3. Measurement and evaluation, and guidance;
4. School organization and administration;

5. Teaching methods, observation and practice teaching.¹³

The study of education. The courses which come under this heading include General Principles of Education, Foundations of Education, Comparative and/or Contemporary Education, History of Education, and Philosophy of Education. Each of these courses has a definite contribution to make in the training of the teacher. Principles of Education deal with human development and the educative process. Foundations of Education analyze and interpret the elements in modern education which have come down to us from the Greeks, Romans, Middle Ages and the Renaissance. Comparative and Contemporary Education introduce the teacher to present-day school systems in other countries, and the ideas involved in current educative theory and practice. History of Education deals with the effect of social forces on the development of education down through the epochs of history, and with the role of education in shaping the course of events. Philosophy of Education is an attempt to think as critically and as adequately as possible regarding the work and the purposes of the schools.

Although none of the training centres require the completion of all these courses, certain trends are revealed. Eight universities require the study of History of Education, with one university listing

¹³The definitions given for these five areas of study are derived from the Calendars.

this course as an elective. Six of these eight universities require the study of the Philosophy of Education, also. Two other universities require the Philosophy of Education course but not the History of Education course. One university lists all five courses as electives, but requires some course work in the Study of Education. Five universities require study of either the Principles of Education or Foundations of Education. Only three universities list Comparative or Contemporary Education as required courses, with one university listing it as an elective.

Educational psychology and educational sociology. Twelve out of the eighteen universities include Educational Psychology as a required course, and two universities list it as an elective course. The courses offered in the Calendars range from a general course designed to furnish an introduction to human growth and learning with emphasis on those aspects which have special significance for school teachers to specific courses in personality development and mental hygiene, education of exceptional children, measurement and testing in the classroom, and advanced individual mental testing.

Only one university lists Educational Sociology as a required course, and one university lists it as an elective.

Four universities require Child and Adolescent Psychology as a course in professional training, and one other centre lists this course as an elective.

Measurement and evaluation, and guidance. Educational Measurement and Evaluation find a place in six of the programs--as a required course in four; as an elective in two. In general, these courses deal with the principles and methods for construction, evaluation, and improvement of educational measurements in classroom instruction; with measuring intelligence, achievement, interests, attitudes, and personality traits; and with using measurement in educational guidance, personnel work, administration, and supervision.

A course in Testing and Guidance is required by three of the universities. The purpose underlying the courses offered is to inculcate a practical guidance viewpoint, as well as to provide specific information about, and an interpretation of, the tools and materials of personal, educational and vocational guidance. Topics most frequently mentioned in the Calendars searched include the understanding of the social and emotional adjustment of pupils; the nature and the types of guidance; guidance practices; and a guidance program for the senior high school of the province or state concerned.

School organization and administration. That this area of professional study has significant value for the teacher is reflected in the course requirements of the universities surveyed. Nine of the universities require a course in School Organization and Administration, and four of these nine require a course in School Organization and Management as well. Two other universities require the

course in School Organization and Management. Six require a course in Curriculum Development. Two of the eighteen universities require all three of these courses. The course in School Laws and Finance is required by only two training centres, the University of New Brunswick and the Ontario College of Education.

Even if a definite course requirement to embrace this whole field is not set forth in the Calendar, emphasis on this aspect of training is often evident in the inclusion of special workshop or seminar courses in the final or graduation year of the teacher-training program. For example, in 1961-1962, Houston's College of Education offered:

1. A Seminar in Senior High School Education--an advanced seminar in the organization, curriculum, personnel, and objectives of the modern senior high school;
2. A Curriculum Education Workshop--workshop experience in secondary education curriculum, methods, guidance, testing and evaluation, human growth and development.

Teaching methods, observation and practice teaching. A course in teaching methods is required by seventeen out of eighteen of the universities surveyed. Five universities require the study of General Teaching Methods, and fourteen require the study of Methods of Teaching in High School Grades. Three of the universities require both of these courses.

A course in the Education of Exceptional Children is required by two universities, and is listed as an elective by two more. The

Teaching of Reading is mentioned as an elective in two Calendars.

The requirement of Student Observation and Practice Teaching is listed as a required course in fifteen of the Calendars; the other three universities do not indicate the way in which this phase of teacher training is carried out. Sometimes the training-centre has the teaching area within its own organization, but more often the students observe and teach in the public schools of the area in which the training centre is situated.

Usually, courses in general teaching methodology and teaching in the specific field of specialization are required. Such courses stress both curriculum and instructional methods in secondary-school social sciences. For example, Columbia Teachers' College offers a special division for the social studies teacher, entitled, "Teaching the Social Studies", which includes such courses as:

1. Basic course in the teaching of social studies in secondary schools;
2. The social studies in secondary schools: curriculum, methods, and resources;
3. The teaching of history and social studies in secondary schools;
4. The teaching of geography in secondary schools;
5. Historical method;
6. Political geography;
7. Economic geography for teachers;
8. Regional geography of contemporary world problems.

In examining the course requirements which were listed in the Calendars issued by the teacher-training centres included in this survey, the purpose has been to determine the academic and professional courses which are usually required in teacher-training programs.

Having arranged these required courses in chart form, it has been possible to assess the degree of unanimity in course requirements which exists among the training centres. It has been possible, also, to determine to what extent the course selection required by the teacher-training centres supports the hypothesis of this thesis.¹⁴

The appraisal of the academic courses cannot be as inclusive as that of the professional. In Canada, four universities require the completion of an approved under-graduate degree as a prerequisite to admission--Dalhousie, St. Dunstan's, The Ontario College of Education, and the University of Manitoba; their Calendars list no specific academic requirements in the teacher-education program. In addition, the University of New Brunswick, which requires the holding of a teacher's certificate as an entrance requirement, lists no specific academic requirements. Therefore, in the following appraisal of the academic course requirements, five Canadian Universities and eight American Universities will be included. However, all eighteen universities will be included in the appraisal of the professional course requirements.

In the academic requirements, history is required by all of the thirteen universities. Political science is not usually a required course in Canadian Universities--only one university lists it as a required course, for 20 per cent. In American Universities,

¹⁴cf., p. 74.

seven out of eight, or 87.5 per cent, require the study of political science. Geography is required by four out of five, or 80 per cent, of the Canadian Universities; by five out of eight, or 62.5 per cent, of American Universities. Economics is not a requirement in Canadian Universities, but in American Universities six out of eight, or 75 per cent, require study in this course. Sociology is not required by Canadian Universities, either; but five out of eight, or 62.5 per cent, of American Universities require the study of sociology. These percentage figures seem to indicate that American Universities require course selection in the areas of the social studies to a greater extent than Canadian Universities do.

The following tabulations show these requirements:

Name of course	Course requirements		Over-all Percentages
	Canadian ¹⁵	American	
English	100	100	100
History, social science	100	100	100
Geography	80	62.5	69
Political Science	20	87.5	61.5
Economics	0	75	46
Sociology	0	62.5	38.4
Anthropology	0	25	11
Mathematics	20	12.5	16.6
Science	20	25	22
Foreign languages	20	0	11
Music	0	12.5	5.5
Art	0	12.5	5.5
Drama, speech and drama	0	12.5	5.5
Psychology	30	12.5	22
Philosophy	20	0	11

¹⁵Since the Calendars of the five Canadian Universities which require an undergraduate degree or a teaching certificate, do not indicate that particular academic courses must be included in the prerequisite degrees, these training-centres have been omitted from this appraisal.

In the professional requirements, the survey seems to indicate that Canadian Universities tend to require a more extensive background of training than American Universities do. For example, History of Education is required by six out of ten, or 60 per cent, of Canadian Universities; and by two out of eight, or 25 per cent, of American Universities. Educational Psychology is required by nine out of ten, or 90 per cent, of Canadian Universities; by three out of eight, or 37.5 per cent of American. Philosophy of Education is required by six out of ten, or 60 per cent, of Canadian Universities; by two out of eight, or 25 per cent, of American. Administration and Supervision is required by seven out of ten, or 70 per cent, of Canadian Universities, but only by one American University. Other points of comparison are illustrated in the tabulations given below:

<u>Name of Course</u>	<u>Course requirements</u>		<u>Over-all Percentages</u>
	<u>Canadian</u>	<u>American</u>	
General Principles of Education, or Foundations of Education	37.5	25	31.25
History of Education	60	25	44.4
Comparative Education	0	37.5	16.6
Educational Psychology	90	37.5	66.6
Educational Sociology	10	0	5.5
Philosophy of Education	60	25	44.4
Child and Adolescent Psychology	30	12.5	22.2
Educational statistics	0	12.5	5.5
Measurement and evaluation	30	12.5	22.2
Testing and measurement	20	12.5	16.6
Curriculum Development	30	37.5	33.3
School Organization and Management	40	25	33.3
Administration and Supervision	70	12.5	44.4

Name of Course	<u>Course requirements</u>		<u>Over-all Percentages</u>
	<u>Canadian</u>	<u>American</u>	
School laws and finance	20	0	11
General teaching methods	20	37.5	27.7
Methods in high school grades	90	62.5	77.7
Teaching reading	0	0	0
Education of exceptional children	10	12.5	11
Observation and practice teaching	90	75	83

In summing up the findings in this survey, it can be noted that although the literature in the field supports the hypothesis,¹⁶ there are only two study areas in the academic requirements and two in the professional requirements which support the hypothesis. In the academic requirements, all of the universities, that is, the thirteen universities included in this section of the appraisal, support the study of History. Geography receives support, also, with an over-all total of nine out of thirteen, or 69 per cent--80 per cent in the five Canadian Universities and 62.5 per cent in the eight American Universities. American Universities give support to the other areas of study in the social studies--Political Science, 87.5 per cent; Economics, 75 per cent; and Sociology, 62.5 per cent. But Canadian Universities do not require course study in economics or sociology, and only one out of five universities included political science among its required courses for teacher education.

In the professional courses, the over-all percentages indicate

¹⁶cf., p. 74.

support for the hypothesis in only two areas: Methods in High School Grades and Observation and Practice Teaching. Methods in High School Grades shows an over-all total of fourteen out of eighteen, or 77.7 per cent, with Canadian Universities showing 90 per cent support and American Universities 62.5 per cent. Observation and Practice Teaching shows an over-all total of fifteen out of eighteen, or 83 per cent, with Canadian Universities giving 90 per cent support and American Universities 75 per cent. No other professional area of study listed receives more than 37.5 per cent support by American Universities; however, Canadian Universities show support for History of Education with 60 per cent; Philosophy of Education with 60 per cent; Educational Psychology with 90 per cent; and Administration and Supervision with 70 per cent. Support for the other areas of professional study listed in the Calendars surveyed show 40 per cent or less in Canadian Universities.¹⁷

II THE QUESTIONNAIRE SURVEY

Setting up the questionnaire. This questionnaire survey is based upon a two-fold objective;

1. To determine the background of training which teachers currently instructing in the social studies in Alberta have sought for themselves as preparatory training for their teaching;
2. To seek recommendations and suggestions in course

¹⁷cf., pp. 90-91.

evaluation which may prove useful in program planning for the prospective social studies teacher.

Structuring the questionnaire. Designing a questionnaire which would encompass the specific field of enquiry involved ascertaining not only the actual academic and professional courses which the teacher had studied, but also determining the breadth and depth of his study and research. For example, it would not be enough to learn that he had completed course study in the fields of history, civics, economics, sociology, and geography; it would be necessary to know the breadth of his study in the fields of the social sciences, and the depth of his study and research. Considering, for instance, the study of history--one course in history, be it in ancient, medieval, modern, or contemporary history, would not furnish an adequate background for instruction in all the secondary school courses in social studies. Hence, in designing this section of the questionnaire, it would be necessary to include those courses--both academic and professional--which an analysis of the literature in the field had revealed as most generally considered requirements for the social studies teacher.

It would be important to learn, as well, the teacher's evaluation of the courses which he had studied in relation to his work in classroom instruction. However, opinions, unless based on specific study in a field, would have little value in terms of the

objectives sought.¹⁸ Thus, an evaluation chart, under the heading, "Evaluate these fields in importance for the social studies teacher-- No. 1 will indicate the field of greatest value", was designed to parallel the table of "Courses studied". This chart would ask the teacher to rate the courses he had studied from 1 to 7. As suggested in the chart heading, this was a descending grade of values, and a course listed in the last half of the chart (4, 5, 6, or 7) must be considered as possessing little value for the teacher in his actual classroom teaching.

Next, in order to place this information concerning the breadth and depth of the teacher's study, and his evaluation of this study, in the proper perspective, it was evident that a knowledge of his physical situation would be most helpful. Accordingly, a section was designed which requested the teacher to state his physical situation in the school: the number of teachers on the staff; the number of subject areas in which he taught; the number of social studies classes which he taught; and the high school grades which he taught.

In addition to his teaching situation, his teaching experience and his university training would definitely influence both the scope of his study and research and his evaluation of them. Therefore,

¹⁸A preliminary testing of an early version of the questionnaire brought forth a great variety of opinions, many of which were not directly related to the evaluation of the specific courses listed.

the questionnaire must provide charts for this data.

Then, having determined the various charts which must be included in the questionnaire, the task of designing it was undertaken.

Two guidelines were kept in mind:

1. The questionnaire must be simply designed and carefully laid out so that it would catch and hold the interest of the teacher and encourage him to fill in all the sections carefully;
2. It must be so structured that it was factual and straightforward, and required a minimum of time and effort on the part of the teacher completing it.

Circulating the questionnaire. The guiding principle in determining the sampling pattern to be selected for the circulation of the questionnaire may be stated simply as the need to bring in returns from a representative cross-section of social studies teachers in Alberta.

First, working from a List of Operating Schools in Alberta, 1961-1962, a list of schools in which the high school grades are taught was drawn up, containing the name of the school, the number of teachers on staff, and grades taught. From this list the necessary charts for plotting the sampling pattern were constructed.

The following tabulations show how the sampling pattern was worked out:

<u>Grades taught</u>	<u>1-12</u>	<u>4-12</u>	<u>5-12</u>	<u>6-12</u>	<u>7-12</u>	<u>8-12</u>	<u>9-12</u>	<u>10-12</u>	<u>Total</u>
Number of schools	205	2	1	1	22	10	11	43	295
Sampling pattern	$\frac{205}{3}$	$\frac{2}{1}$	$\frac{1}{1}$	$\frac{1}{1}$	$\frac{22}{1}$	$\frac{10}{1}$	$\frac{11}{1}$	$\frac{43}{2}$	
ratio									
Estimated number of social studies teachers	85-99	2	1	1	64-72	17-18	38-44	120-147	329-385
Code	1	2	3	4	5	6	7	8	

That is, the sampling pattern used is as follows:

1. From the list, every third school which gave instruction in grades one to twelve was chosen;
2. Every second senior high school, grades ten to twelve, was chosen;
3. In order to receive returns from the teachers working in the other grade division areas, each school was included.

This furnished the names of 137 schools to which the questionnaire would be sent.

The estimated number of social studies teachers, which was based on the number of staff members in the school, was used to determine the number of questionnaires to be sent to each of the schools. A code number was used to indicate the type and the location of the school; for example, "a" - largely rural; "b" - largely urban; "ab" - combined; as in a large divisional centralization. The grade coverage was identified by a number, as indicated in the chart above. These code symbols were recorded on the lower left-hand corner of the self-addressed, stamped envelope which was included

in the letter containing the questionnaires sent to each school. For example, the code 1-2-a represented a return from a school in which grades one to twelve were taught, the estimated number of social studies teachers was two, and the school was situated in a rural area. No other form of identification was used on the questionnaires.

Questionnaire returns. On the whole, the response was quite good. From the 137 schools contacted, 127 replies were received, containing 238 completed questionnaires. This is a 92.7 per cent return. The basic figures on the returns are tabulated below:¹⁹

1. By grade areas:

Type of School	1-12	4-12	5-12	6-12	7-12	8-12	9-12	10-12	Total
Number of teachers	67	1	2	1	47	17	19	84	238

2. By code symbols:²⁰

Type of School	"a"	"b"	"ab"	Total
Number of teachers	64	120	54	238

Appraisal of the questionnaire returns. Sections A, B, C, and D of the questionnaire are designed to place the teacher in his

¹⁹Appendix B, Table I.

²⁰Code symbols used signify: "a" - largely rural; "b" - largely urban; "ab" - combined, as in a large divisional centralization.

physical position with reference to the number of teachers with whom he works, his teaching load with special reference to his teaching duties in the social studies, and his experience and training for social studies teaching in the senior high school.

A. Teaching position. The size of the staff of which he is a member will have a direct bearing on the teacher's classroom duties. That is, if he works on a staff of two or three members, his opportunity to specialize in teaching the social studies will be more restricted than if he were a member of a large staff in a city high school or a centralized divisional high school. Thus, the first section of the questionnaire deals with the size of staff with which the teacher works. The following tabulations are taken from the completed returns:

Distribution of teachers according to size of staff:

Number of members on teaching staff	2	3	4-6	7-10	11-14	More than 14
Number of teachers	6	14	31	35	36	116
Percentages	2.5	5.9	13	14.7	15.1	48.7

B. Teaching areas. In an effort to determine the extent of the teacher's classroom duties, three aspects of his teaching position are included in this section of the questionnaire. First, he is asked to indicate the number of subject areas in which he teaches, such as Social Studies, English, Mathematics, and Physics, by checking

the appropriate number on the chart provided. (The numbers range from 1 to 8, to meet the needs of the teacher who teaches an eight-period day.) Next, he is asked to indicate the number of high school grades with which he works by checking the number 1, 2, or 3 on the chart. Lastly, he is requested to show the extent of his teaching duties in the social studies by checking the number of social studies classes which he teaches. The following tabulations present an overview of the teaching duties of the teachers represented by the questionnaire returns:

Teaching duties:

1. Number of subject areas	1	2	3	4	5	6	7	8
Number of teachers	44	76	56	29	15	9	5	2
Percentages	18	31.9	23.5	12	6.3	3.8	2	.9
2. Number of high school grades taught	1	2	3					
Number of teachers	34	91	109					
Percentages	14.4	38	45.8					
3. Number of social studies classes taught	1	2	3	4	5	6	More than 6	
Number of teachers	45	61	48	29	19	32	3	
Percentages	18.9	25.6	20	12	8	13.4	1	

C. Experience. It is generally considered that the teacher's experience, both in teaching senior high school social studies and

in senior high school teaching, is an important factor in his preparation for classroom instruction. The following tabulations present the background of experience held by the teachers who are represented by the questionnaire returns:

Background of teaching experience:

1. Years of experience in teaching senior high school social studies	1	2-4	5-8	9-12	13-20	21-28	More
Number of teachers	33	48	56	34	29	14	6
2. Years of experience in teaching senior high school	1	2-4	5-8	9-12	13-20	21-28	More
Number of teachers	23	45	52	40	42	13	8

Of the 238 returns, 15 listed "no experience" or "first year" in the margin to the left in the first table; 12, in the second table. There were no entries in either table on three returns.

D. Training. This section is related specifically to the years of university training held by the teacher; the information is asked for in terms of number of university degrees held by the teacher completing the questionnaire. The training of the 238 teachers is shown in the following tabulations:

1. Bachelor's degrees:	B.A.	B.Sc.	B.Ed.	B.(Other)
Number of teachers	111	9	135	13
2. Master's degrees:	M.A.	M.Sc.	M.Ed.	M.(Other)
Number of teachers	28	5	12	2

Of the 238 teachers, 111 hold one degree; 79 hold two degrees; 14, three degrees; one, four; and one holds five. No one holds a Doctor's degree.

Course selection and course evaluation. In this section of the questionnaire the teacher is asked to furnish a detailed account of his university study in the fields of the social studies as well as in the fields of professional study. Not only is he asked to indicate the specific subject areas in which he has studied, but also to list the number of courses which he has taken in each subject area. In addition, in columns paralleling the "courses studied" columns, he is requested to evaluate each field of study in importance for the social studies teacher. In his rating of the courses, number "1" indicates the field of greatest value in each case in a range of descending values extending from 1 to 7.

The completed returns are shown in the tables given below.²¹ The totals shown may be interpreted as follows, using ancient history as an example. Of the 238 teachers represented by the questionnaire

²¹In each of the tables shown on the following pages, the number of teachers is represented by the number entered in the 'number of courses' and 'rating of courses' columns.

returns, 77 have studied one course in ancient history; 46 have studied two courses; 13, three courses; 7, four; and 7, more than four courses. Of these, 49 rate ancient history as first in importance for the teacher of social studies; 33 rate it second in value; 24, third; 19, fourth; 4, fifth; 3, sixth; and 2, seventh.

1. Academic courses:

<u>Title of course</u>	<u>Number of courses</u>					<u>Rating of courses</u>						
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>More</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Ancient history	77	46	13	7	7	49	33	24	19	4	3	2
Medieval history	104	45	14	3	1	51	31	35	24	3	2	2
Modern history	61	58	33	23	29	120	32	23	4	4	0	5
Contemporary history	68	25	10	9	7	60	32	12	5	0	3	1
Political science	63	31	8	1	8	29	33	14	10	6	2	0
Economics	79	28	8	2	11	19	30	15	20	9	5	2
Sociology	65	16	7	0	2	9	16	11	12	7	6	7
Geography, physical	67	8	1	2	4	28	19	10	8	2	3	2
Geography, human	44	8	3	2	1	22	13	2	3	1	3	1

2. Professional courses:

<u>Title of course</u>	<u>Number of courses</u>					<u>Rating of courses</u>						
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>More</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
History of education	118	27	2	2	0	5	9	16	22	20	12	19
Educational psychology	124	62	19	5	4	24	20	28	30	18	20	13
Educational sociology	30	4	0	0	1	3	9	2	3	4	3	0
Adolescent psychology	54	13	2	0	1	9	11	8	5	5	3	10
Social psychology	30	6	0	0	0	4	4	5	6	1	3	3
Psychology (other)	62	23	7	2	4	3	9	11	13	8	10	7
Philosophy of education	153	23	5	2	0	14	17	19	30	19	14	17
Philosophy (other)	115	35	11	6	9	15	14	33	25	19	13	15
Mental hygiene	45	11	1	0	0	2	4	8	10	1	3	16

A study of the figures presented in these tables reveals several aspects of the breadth and depth of study of the teachers represented by these returns. For example, the number of teachers indicating study in ancient history is 150 out of a possible 238, or 63 per cent; medieval history, 167, or 70 per cent; modern history, 204, or 85.7 per cent; and contemporary history, 119, or 50 per cent. Thus, the percentages range from 50 to 85.7 for the fields of history. However, the other areas of the social sciences included in the social studies do not show a comparable breadth and depth of study. Slightly less than half the returns, 111 out of 238, or 46 per cent, show course study in political science.

Economics shows somewhat greater study, with 128, or 53.7 per cent. Sociology shows 90 out of 238, for 37.8 per cent. Physical geography with 82, or 34.4 per cent, and human geography with 68, or 28.5 per cent, show the least attention.

In the professional courses, the only real strength is shown in the courses which are generally included in university calendars of studies for educational training: educational psychology, with 89.9 per cent; philosophy of education, with 76.9 per cent; other philosophy courses, with 73.9 per cent; and history of education, with 62.6 per cent.

In the evaluation of these courses in importance for the social studies teacher, emphasis tends to fall in the first three places of value in the subject areas of the social studies, but it shifts to the right into the lower rating of values for the professional courses.

Tabulation of the questionnaire returns.²² In addition to the complete tabulation of the returns which have been compiled and entered on a copy of the questionnaire,²³ charts have been included to show teacher distribution by teaching areas, grades taught,

²²Appendix B.

²³Ibid., Table I.

classes taught, teaching experience, and university training;²⁴
teacher distribution by course selection and course evaluation;²⁵
and course selection converted to percentages.²⁶

Evaluation of the questionnaire returns. This phase of the questionnaire analysis affords the opportunity to analyze the evaluations of a representative cross-section of the high school social-studies teachers of Alberta. In this analysis, each decision shown in the course-selection and course-evaluation charts is examined. In addition, each teacher's physical situation in relation to his course selections and evaluations is taken into account. Hence, the information supplied by each teacher with respect to teaching areas, experience, and training is organized to allow a direct comparison.

1. Teaching areas. The wider the teaching range, the less opportunity there is for specialization for social studies instruction. That is, if the teaching range covers three to eight subject areas, the need for training in a diversified range of courses is apparent; whereas, if the teaching range is confined to the social

²⁴Ibid., Table II.

²⁵Ibid., Table III.

²⁶Ibid., Table V.

studies, or to the two fields of English and Social Studies, the need for specialization falls within a much narrower course area. Thus, in terms of specialization in the social studies, the number of high school grades taught and the portion of each day spent in social studies instruction both contribute directly to the basis for teacher comparison. On the other hand, if the range of subject areas taught is very wide, the degree of specialization is very narrow. Therefore, for the purposes of comparison, the following formula has been adopted:

$$T \text{ (for teaching)} = \frac{\text{Number of grades taught} \times \text{Number of social studies classes taught}}{\text{Number of teaching areas}}$$

2. Experience. In setting up the questionnaire, it was considered that both the years of teaching in senior high school and the years of teaching the social studies in the high school would be contributing factors in assessing the individual teacher's course selection and evaluation; and that the product of these figures, divided by the median of experience in each field, could be used in rating the experience of the teachers for comparative purposes. However, when the questionnaire returns were under study, it became apparent that the number of years spent in teaching the social studies were either included in the number of years spent in senior high school teaching or were coincident with them. In addition, it was found that the median of experience in high school teaching and the median of experience in social studies teaching, as shown by

the complete tabulation of returns,²⁷ were both in the 5-8 year range; that is, both stood at 6.5 years. Therefore, for the purposes of teacher comparison, it has been decided to rate experience as years of experience in teaching senior high school social studies divided by median of experience in senior high school teaching.

3. Training. The chart on the questionnaire required the teacher to indicate his university training by checking off the type of degree(s) which he held. To evaluate this training for use in the comparative formula, the following scale of unit values has been drawn up:

No degree (i.e., degree not completed	0 units
1 Bachelor's degree	1 unit
2 Bachelor's degrees	2 units
3 Bachelor's degrees	3 units
1 Master's degree	3 units
1 Bachelor's and 1 Master's degrees	4 units
2 Bachelor's and 1 Master's degrees	5 units
3 Bachelor's and 1 Master's degrees	6 units
4 Bachelor's and 1 Master's degrees	7 units
1 Bachelor's and 2 Master's degrees	7 units
1 Doctor's degree	8 units

Interpretive Index. The comparative formula adopted for teacher comparison, which may be called an interpretive index, is derived from a combination of the following formulae:²⁸

²⁷Appendix B, Table I.

²⁸For purposes of brevity, the interpretive index, or comparative formula, will be referred to as the TEU index.

T (teaching)	Number of grades taught x Number of social studies classes taught / Number of teaching areas
E (experience)	Experience in teaching senior high school social studies / Median of experience in senior high school teaching
U (university training)	Evaluation in accordance with the scale of values.

For purposes of simplification, in the computations for the TEU, the median of years of experience in any given range is used; that is, experience of 2-4 years is rated as 3 years; 13-20 years as 16.5 years; more- as 30 years.

When all the questionnaire returns had been classified in accordance with the TEU index, the distribution of teachers was found to range from zero to 332. The following examples point up some of the commonest variations:

<u>Teacher</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
Subject areas	3	4	2	2	2	1
Grades taught	3	2	3	2	2	3
Social studies classes taught	3	3	3	5	4	6
Experience in social studies teaching (years)	1	9-12	2-4	9-12	21-28	30
Median of high school experience	6.5	6.5	6.5	6.5	6.5	6.5
Training (degrees)	2	0	2	3	4	2
Training units	2	0	2	5	6	4
TEU Index	0.9	2.4	4.1	40.4	90.4	332

These examples, chosen at random from the 238 returns, differ in subject areas taught, grades taught, social studies classes taught,

experience, and training. In order to achieve a basis for comparison of these teachers' returns in the course-selection and course-evaluation charts, the TEU index has been applied to each teacher's teaching, experience, and training to reduce it to a comparative number. For example, Teacher A teaches in three subject areas, in the three high school grades, and has three classes of social studies. He has one year of experience in high school social studies, and holds two Bachelor's degrees, for two units. His TEU index equals:

$$\frac{3 \times 3}{3} \times \frac{1}{6.5} \times 2 = 0.9$$

On the other hand, Teacher F teaches in one subject area, in the three high school grades, and has six classes in social studies. He has 30 years of experience, and holds a Bachelor's and a Master's degree for four units. His TEU index equals:

$$\frac{3 \times 6}{1} \times \frac{30}{6.5} \times 4 = 332$$

The TEU index for each of the questionnaire returns has been found, and tables have been set up to assist in the study of the returns shown on the course-selection and the course-evaluation charts as follows: Teacher distribution by teaching areas;²⁹ teacher distribution by course selection and evaluation;³⁰ course selection percentages.³¹

²⁹Appendix B, Table II.

³⁰Ibid., Table III.

³¹Ibid., Table V.

The following tabulations are included to illustrate the approach used in evaluating the part of the questionnaire dealing with course selection and course evaluation.

The first set of tabulations shows, that for the distribution of teachers under the TEU tabulations, the median of teaching duties, experience, and training falls in the 4-4.9 range, or at 4.5. Of the 238 returns tabulated, 135 fall below the TEU median, 13 at the median, and 90 above the median.

TEU tabulations according to teacher distribution:³²

<u>TEU index</u>	<u>Number of teachers</u>	<u>TEU index</u>	<u>Number of teachers</u>
0- 0.9	57	11-11.9	2
1- 1.9	36	12-12.9	6
2- 2.9	22	13-13.9	2
3- 3.9	20	14-14.9	0
		15-15.9	12
4- 4.9	13	20-29.9	11
		30-39.9	5
5- 5.9	8	40-49.9	7
6- 6.9	10	50-59.9	0
7- 7.9	4	60-69.9	2
8- 8.9	1	70-79.9	2
9- 9.9	4	80-89.9	0
10-10.9	6	90-99.9	3
		Above 100	5

The second set of tabulations, which refers to teaching duties, shows that those teachers who fall below the TEU median work chiefly in two-to-four teaching areas. They teach in two to three high school

³²In this series of tabulations, the number of teachers is indicated in the vertical columns.

grades but are limited to one-to-three classes of social studies, with a teaching mean of two social studies classes. On the other hand, those teachers who rank above the median work chiefly in one-to-two teaching areas. They teach two to three grades and have two or more social studies classes, with a teaching mean of four social studies classes.

TEU tabulations according to teaching duties:

<u>TEU index</u>	<u>Teaching areas</u> (social studies, English, Physics, mathematics,...)							
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
Below median	6	37	38	25	12	8	5	2
At the median	3	5	4	1	0	0	0	0
Above median	36	34	15	2	2	1	0	0

<u>TEU index</u>	<u>Number of grades taught</u>			<u>Number of classes taught</u>						
	<u>1</u>	<u>2</u>	<u>3</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>More</u>
Below median	23	48	61	40	43	31	12	4	2	1
At the median	2	3	8	2	4	1	4	1	0	1
Above median	9	38	43	4	12	16	13	10	32	3

The two following tabulations show the experience and training of the 238 teachers and reveal that half of those who fall below the TEU median of 4.5 also fall below the years of experience median of 6.5 years. Of the 135 teachers in this group, approximately 58 per cent hold one university degree and 21.5 per cent hold two degrees. The remaining 20.5 per cent hold no university degree, although many did indicate that they have completed three years of training. Sixty per cent of those who rank above the median have more than 6.5 years

of experience in teaching senior high school social studies. Of these teachers, 31 per cent hold one university degree and 47.7 per cent hold two degrees. Only fourteen of the ninety hold three degrees, two hold four degrees, and one holds five. There are no Doctor's degrees listed in the returns.

TEU tabulations according to teaching experience:³³

<u>TEU index</u>	<u>Experience</u>		
	<u>Below median</u> (less than 6.5 years)	<u>At median</u> (6.5 years)	<u>Above median</u> (more than 6.5 years)
Below median (below 4-4.9 range)	66	29	23
At median (4-4.9 range)	3	5	3
Above median (above 4-4.9 range)	14	22	54

TEU tabulations according to training:

<u>TEU index</u>	<u>Training (degrees held)</u>						
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Below median	78	29	0	0	0	0	0
At median	4	7	0	0	0	0	0
Above median	28	43	14	2	1	0	0

A summary of the data contained in these tabulations reveals some interesting aspects of the trend towards specialization in social studies teaching. For example, it is found that those teachers whose

³³Ibid.

experience and training place them below the TEU median of 4.5 generally teach fewer classes of social studies per day than do those whose experience and training place them above the TEU median. In addition, although the number of grades with which the teacher works is revealed to be a fairly constant factor, the teachers with less experience and training are not able to specialize in social studies teaching to the extent that those who have years of experience and training are able to do. The returns show that although 31 per cent of the teachers who fall below the TEU median work in one-to-two teaching areas, nearly 78 per cent of the teachers above the median work in one-to-two teaching areas. Similarly, although 5.2 per cent of the group below the median teach five or more classes in social studies per day, 50 per cent of the group above the median teach five or more classes of social studies per day. Thus, this study indicates that specialization in social studies teaching becomes more marked as experience and training increase.

Course selection and course evaluation. In interpreting and evaluating the course-selection chart on each of the questionnaire returns, two aspects of the study have been kept in mind: (1) that the background of material required by the social studies teacher is found in the social science areas of history, civics, economics, sociology, and geography; and (2) that, in the training for social studies instruction, the content of the academic courses the teacher

studies is more significant than the number of courses that he completes.³⁴ In appraising the evaluation chart returns,³⁵ the basic guiding factor is to be sought in the relationship which exists between the breadth of the study and research of the teacher in the social studies, and his rating of this background of knowledge in terms of its value in his classroom teaching.

In setting up the evaluation of the course-selection and course-evaluation charts, the TEU index ranges have been used to divide the returns into comparative groupings. This makes it possible to maintain an objective attitude throughout the study. Both the number of courses which a teacher has taken in a given area and the rating he has given the course can be evaluated in terms of his own teaching duties, experience and training.

In carrying out the evaluation, the courses have been divided into Academic Courses and Professional Courses. Within each of these divisions, each course is appraised, first, with regard to the number of teachers who indicate study in the subject area and the number of courses which each has taken; and, secondly, with regard to the evaluation accorded each course on the descending scale of values, ranging from 1 to 7 (number '1' indicating the field of greatest value).

³⁴Arthur C. Bining, and David H. Bining, Teaching the Social Studies in Secondary Schools, (New York, McGraw-Hill, 1952), p. 194.

³⁵Appendix B, Table I.

In discussing the returns, both totals and percentages are used, and frequent tabulations accompany the text to provide a more graphic approach to the evaluation. Special attention has been given to the returns which fall below the TEU median of 4.5. More than half of the teachers represented by the returns--135 out of 238, or 56.7 per cent--fall in the ranges below the median. Therefore, in the first four TEU index ranges, the course selection and evaluation is appraised within each range. The median range, 4-4.9, receives special attention, also. However, in the TEU ranges above the median, in which 90 teachers fall into 20 TEU ranges, an over-all approach is used.

The courses are considered one by one, in the order in which they are listed on the questionnaire, beginning with history. The analysis of the returns is followed by tabulations of the findings on both the course-selection and course-evaluation charts. With regard to history, which is listed under four period divisions, an over-all approach is used in the evaluations, with the tabulations given for the four periods at the conclusion of the discussion.

Academic Courses.

History: ancient; medieval; modern; contemporary.

TEU 0-0.9. Of the 57 returns in this range, 9 show no study of history. In ancient history, 19 returns list one course, 2 list three, 1 lists more than four courses, and 21 show no study. This

gives a total of 27 out of 57, or 47.4 per cent, who have completed some study in ancient history.

In medieval history, 14 returns show no study in this period, 28 list one course, 5 list two, and 1 lists three, giving a total of 34 out of 57, or 59.6 per cent, who have studied medieval history.

In modern history, 16 returns list one course, 10 list two, 8 list three, 2 list four, and 2 list more than four courses, but 10 returns show no study in this period. This gives a total of 38 out of 57, or 66.6 per cent, who have carried out study in modern history.

In contemporary history, 13 returns list one course, 2 list two courses, and 33 list no study in this period. This gives a total of 15 out of 57, or 26.3 per cent, who have studied contemporary history.

The course selection returns are tabulated below, with the number of teachers shown in the vertical columns below the "number-of-courses" heading in each case:

HISTORY	<u>Number of Courses</u>					<u>Percentages</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>More</u>	
Ancient	19	5	2	1	0	47.4
Medieval	28	5	1	0	0	59.6
Modern	16	10	8	2	2	66.6
Contemporary	13	2	0	0	0	26.3

An over-all survey of course selection in history for this TEU range shows that 5 returns list study in four periods; 14 list study in three periods, 15 list study in two periods, 14 list study

in one period, and 9 show no study in any of the four periods.

In evaluating these courses on a 1-to-7 scale, 10 returns rank ancient history first, 4 place it second, and 6 place it third. Seven returns rank ancient history at less than third-place value compared with 20 returns which rank it in the first three places of value. Many teachers noted in the margin of their questionnaires that they considered this course of prime importance for the grade ten social studies course.

Medieval history is ranked first on 12 returns, second on 6 returns, and third on 8. Thus, 26 returns rank this course in the first three places of value compared with 7 which rank it below third place.

In modern history, the emphasis is definitely on first place in value, with 22 returns listing it first, 5 listing it second, and 6 listing it in third place, compared with 4 returns which rate it below third place.

Contemporary history is listed in first place on 7 returns, in second place on 4, in third place on 3, with 2 returns placing the course below third place in value.

The rating of these courses is shown in the tabulations below:

HISTORY	<u>Course Evaluations</u>						
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Ancient	10	4	6	3	1	1	2
Medieval	12	6	8	4	1	1	1
Modern	22	5	6	2	0	0	2
Contemporary	7	4	3	1	0	1	0
Totals	51	19	23	10	2	3	5

TEU 1-1.9. Of the 36 returns in this range, 3 show no course study in history.

In ancient history, 3 returns list one course, 8 list two courses, 2 list three, 1 lists four, 2 list study in more than four courses, and 17 returns show no study in this period. This gives a total of 16 out of 36, or 44.4 per cent, with study in ancient history.

Medieval history is studied more widely than ancient history, with 11 listing one course, 8 listing two courses, 1 listing three courses, and 13 returns showing no course work in this period. This gives a total of 20 out of 36, or 55.5 per cent, who have studied medieval history.

Modern history is the most widely studied period, with 14 returns listing one course, 10 listing two courses, 6 listing three, 1 listing four, and 2 listing study in more than four courses. The over-all total is 33 out of 36, or 91.6 per cent.

In the period of contemporary history, 10 returns list one course, 1 lists two courses, 3 list three courses, and 1 lists more than four courses, but 18 returns show no course study in this period. This gives a total of 15 out of 36, or 41.6 per cent.

The course-selection returns are tabulated below:

HISTORY	<u>Number of Courses</u>					<u>Percentages</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>More</u>	
Ancient	3	8	2	1	2	44.4
Medieval	11	8	1	0	0	55.5
Modern	14	10	6	1	2	91.6
Contemporary	10	1	3	0	1	41.6

An over-all survey of course selection in history in this range shows that 4 returns list study in four periods of history, 14 list study in three periods, 10 list study in two periods, and 5 list study in one period; 3 returns list no study in history.

In evaluating these courses, 9 returns rank ancient history first, 2 returns rank it second, 1 ranks it third, 1, fourth, and 1, sixth. Thus 12 returns place this course in the first three places of value compared with two which place it at less than third-place value.

Medieval history ranks first on 6 returns, second on 5 returns, and third on 4. That is, 15 returns rank it in the first three places of value compared with 3 returns which rank it at less than third-place value.

Seventeen returns give modern history first place value, 3 returns give it second, and 4 give it third. This gives a total of 24 returns which rank modern history in the first three places of value compared with 6 returns which place it below third place.

The evaluation of contemporary history is assigned to the first three places of value only, with 7 returns giving it first-place, 5 second-place, and two third-place value.

The tabulations below show the rating of these courses:

HISTORY	<u>Course Evaluation</u>						
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Ancient	9	2	1	1	0	1	0
Medieval	6	5	4	1	1	0	1
Modern	17	3	4	0	3	0	3
Contemporary	7	5	2	0	0	0	0
Totals	39	15	11	2	4	1	4

TEU 2-2.9. Of the 22 returns in this range, only 1 return shows no course study in history.

Study in ancient history is low in this range. Nine returns show one course, 2 returns show two courses, but 10 show no course study in this period. This gives a total of 11 out of 22, or 50 per cent, for ancient history.

In medieval history, 12 returns list one course, and 2 list three courses, but 7 returns show no study in this period. This gives a total of 14 out of 22, or 63.6 per cent, for medieval history.

The study of modern history shows the greatest degree of selection in this TEU range, with 9 returns listing one course, 5 listing two courses, 4 listing three, 1 listing four, and 1 return listing more than four courses. This gives a total of 20 out of 22, or 90 per cent, for modern history.

Contemporary history makes the poorest showing, with only 3 returns listing one course and 1 return listing two courses, for a total of 4 out of 22, or 18 per cent.

The combined totals are shown below, with the number of

teachers being represented by the figures in the vertical columns, as previously noted:

HISTORY	<u>Number of Courses</u>					<u>Percentages</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>More</u>	
Ancient	9	2	0	0	0	50
Medieval	12	0	2	0	0	63.6
Modern	9	5	4	1	1	90
Contemporary	3	1	0	0	0	18

The over-all totals for this TEU range shows that 2 returns list study in four periods of history, 6 list study in three periods, 7 list study in two periods, and 6 list study in one period; 1 return shows no study in history.

In evaluating these history courses, 3 returns place ancient history first, 3 returns place it second, 3 place it fourth, and 1 return places it fifth. This gives a total of 6 returns which rank it in the first three places compared with 4 returns which rank it below third-place value.

Six returns rank medieval history first, 1 return ranks it second, 4 rank it third, 1 ranks it in fourth place, and 1 return ranks it fifth, for a total of 11 returns which rank it in the first three places of value compared with 2 returns which rank it below third-place value.

Modern history is ranked in the first three places of value, with 7 returns giving it first place, 8 giving it second place, and 2, third place.

The coverage for contemporary history is light, with 4 returns

giving it second place value.

These evaluations are tabulated below:

HISTORY	<u>Course Evaluations</u>						
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Ancient	3	4	0	4	1	0	0
Medieval	5	1	4	2	0	0	0
Modern	7	8	3	0	0	0	0
Contemporary	1	3	0	0	0	0	0
Totals	16	16	7	6	1	0	0

TEU 3-3.9. All 20 returns in this TEU range show course study in history.

In ancient history, 7 returns show one course, 7 show two courses, and 1 return shows three courses, for a total of 15 out of 20, or 75 per cent.

Nine returns show one course in medieval history, 6 returns show two courses, 1 return shows three courses, and 4 returns show no study in this period. This gives a total of 16 out of 20, or 80 per cent.

In modern history, 4 returns show one course, 6 show two courses, 4 show three courses, 3 show four courses, and 1 return shows more than four courses; but 2 returns show no study in this period of history. The over-all total is 18 out of 20, or 90 per cent, which is the highest for any period in this TEU range.

In contemporary history, 8 returns list one course, 2 returns list two courses, 2 list three courses, and 1 return lists four courses; 7 returns indicate no study in this period. The degree of

course selection shown is 13 out of 20, or 65 per cent.

These totals are tabulated below:

HISTORY	<u>Number of Courses</u>					<u>Percentages</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>More</u>	
Ancient	6	7	1	0	0	75
Medieval	9	6	1	0	0	80
Modern	4	6	4	3	1	90
Contemporary	8	2	2	1	0	65

In the over-all survey of the 20 returns in this TEU range, 10 returns show study in four periods of history, 4 returns show study in three periods, 4 show study in two periods, and 2 returns show study in one period.

In evaluating these courses, 5 returns place ancient history first, and 8 place it second, for a total of 13 returns which rank it in the first three places of value compared with 1 return which ranks it below third place in value.

Medieval history ranks first on 5 returns, second on 1 return, third on 4 returns, and fourth on 3 returns. This gives a total of 10 returns which rank it in the first three places of value compared with 3 returns which rank it below third place.

Modern history receives top rank with 14 returns listing it in first place, 1 return listing it in second place, and 3 returns listing it in third place.

Eight returns rank contemporary history in first place, 3 returns rank it second, 1 return ranks it third, and 1 ranks it fourth, giving a total of 12 returns which rank this course in the first three

places of value.

These evaluations are shown in the tabulations below:

HISTORY	<u>Evaluation of Courses</u>						
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Ancient	5	8	0	1	0	0	0
Medieval	5	1	4	3	0	0	0
Modern	14	1	3	0	0	0	0
Contemporary	8	3	1	1	0	0	0
Totals	32	13	8	5	0	0	0

In summary, the tabulations show that of the 135 returns which fall below the TEU median,³⁶ 21 returns indicate study in four periods of history, 38 returns indicate study in three periods, 36 returns indicate study in two periods, and 27 returns indicate study in one period of history; 13 returns indicate no study in history. The above data is shown in tabular form below:

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Extent of Specialization in History:</u> Number of teachers who have studied in one, two, three, and four periods			
		<u>One Period</u>	<u>Two Periods</u>	<u>Three Periods</u>	<u>Four Periods</u>
0-0.9	57	14	15	14	5
1-1.9	36	5	10	14	4
2-2.9	22	6	7	6	2
3-3.9	20	2	4	4	10
Totals	135	21	38	36	27

The following tabulations show the selection of courses in accordance with the TEU index ranges:

³⁶Appendix B, Table IV (A).

Ancient History.

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Course Selection</u>					<u>Percentages</u>
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>More</u>	
0-0.9	57	19	5	2	0	1	47.4
1-1.9	36	3	8	2	1	2	44.4
2-2.9	22	9	2	0	0	0	50
3-3.9	20	6	7	1	0	0	75
Totals	135	37	22	5	1	3	50

Medieval History.

0-0.9	57	28	5	1	0	0	59.6
1-1.9	36	11	8	1	0	0	55.5
2-2.9	22	12	0	2	0	0	63.6
3-3.9	20	9	6	1	0	0	80
Totals	135	60	19	5	0	0	62

Modern History.

0-0.9	57	16	10	8	2	2	66.6
1-1.9	36	14	10	6	1	2	91.6
2-2.9	22	9	5	4	1	1	90
3-3.9	20	4	6	4	3	1	90
Totals	135	43	31	22	7	6	80.7

Contemporary History.

0-0.9	57	13	2	0	0	0	26.3
1-1.9	36	10	1	3	0	1	41.6
2-2.9	22	3	1	0	0	0	18
3-3.9	20	8	2	2	1	0	65
Totals	135	34	6	5	1	1	34.8

HISTORY

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Course Selection</u>		<u>Totals</u>	
		<u>Ancient</u>	<u>Medieval</u>	<u>Modern</u>	<u>Contemporary</u>
0-0.9	57	27	34	38	15
1-1.9	36	16	20	33	15
2-2.9	22	11	14	20	4
3-3.9	20	14	16	18	13
Totals	135	68	84	109	47
Percentages		50.37	62	80.7	34.4

A study of the course selection percentages³⁷ indicates that, as the TEU index rises toward the median, the percentages tend to increase. The following percentage tabulation gives an overview of this trend:

<u>TEU Index</u>	<u>Ancient History</u>	<u>Medieval History</u>	<u>Modern History</u>	<u>Contemporary History</u>
0-0.9	47.4	59.6	66.6	26.3
1-1.9	44.4	55.5	91.6	41.6
2-2.9	50	63.6	90.9	18
3-3.9	75	80	90	65

The entries in the course-evaluation sections of the questionnaire are tabulated below. They show the values attributed to these courses by the teachers represented in the TEU index ranges below the median.

³⁷Appendix B, Table V.

Ancient History.

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Course Evaluation</u>						
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
0-0.9	57	10	4	6	3	1	1	2
1-1.9	36	9	2	1	1	0	1	0
2-2.9	22	3	4	0	4	1	0	0
3-3.9	20	5	8	0	1	0	0	0
Totals	135	27	18	7	9	2	2	2

Medieval History.

0-0.9	57	12	6	8	4	1	1	1
1-1.9	36	6	5	4	1	1	0	1
2-2.9	22	5	1	4	2	0	0	0
3-3.9	20	5	1	4	3	0	0	0
Totals	135	28	13	20	10	2	1	2

Modern History.

0-0.9	57	22	5	6	2	0	0	2
1-1.9	36	17	3	4	0	3	0	3
2-2.9	22	7	8	3	0	0	0	0
3-3.9	20	14	1	3	0	0	0	0
Totals	135	60	17	16	2	3	0	5

Contemporary History.

0-0.9	57	7	4	3	1	0	1	0
1-1.9	36	7	5	2	0	0	0	0
2-2.9	22	1	3	0	0	0	0	0
3-3.9	20	8	3	1	1	0	0	0
Totals	135	23	15	6	2	0	1	0

A review of the above tabulations reveals that modern history ranks first in courses studied with 109 returns out of 135, or 80.7 per cent; medieval history is second with 84 out of 135, or 62 per cent; ancient history, third with 68 out of 135, or 50.37 per cent; and contemporary history, last with 47 out of 135, or 34.4 per cent.

Modern history also ranks first in course evaluations, with ancient history and medieval history second, and contemporary history last.

TEU 4-4.9. Of the 13 returns in this range, the median range, only 1 return shows no study in history.

In ancient history, 5 returns show one course, 2 returns show two courses, 1 return shows three courses, and 1 return shows four courses, for a total of 9 out of 13, or 69 per cent.

Seven returns show one course in medieval history, and 2 returns show two courses, giving a total of 9 out of 13, or 69 per cent.

In modern history, 3 returns show one course, 5 returns show two courses, and 3 returns show three courses. This gives a total of 11 out of 13, or 84.6 per cent.

In contemporary history, 1 return shows one course, 2 returns show two courses, and 1 return shows three courses, for a total of 4 out of 13, or 30.8 per cent.

These course-selection returns are tabulated below:

HISTORY	<u>Number of Courses</u>					<u>Percentages</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>More</u>	
Ancient	5	2	1	1	0	69
Medieval	7	2	0	0	0	69
Modern	3	5	3	0	0	84.6
Contemporary	1	2	1	0	0	30.8

A survey of the course selection in history in this range shows that 2 returns list study in four periods, 6 returns list study in three periods, 3 returns list study in two periods, and 1 return

shows study in one period. The other return shows no study in history.

The evaluation of courses shows the same general trend that is shown in the TEU index ranges below the median, with modern history being first in preference. The following tabulations show the course evaluations for this, the median, range:

HISTORY	Course Evaluations						
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Ancient	3	0	2	2	0	0	0
Medieval	4	3	1	0	0	0	0
Modern	6	1	1	0	0	0	0
Contemporary	2	2	0	0	0	0	0
Totals	15	6	4	2	0	0	0

Modern history is ranked in the first three places of value on 8 returns; medieval history is ranked in the first three places on 8 returns; ancient history is ranked in the first three places of value on 5 returns, but in fourth place on 2 returns; and contemporary history is ranked in the first two places of value on 4 returns.

TEU 5-332. There are 90 returns in the TEU index ranges above the median. All show study in history.

In ancient history, 35 returns list one course, 22 returns list two courses, 7 list three courses, 5 list four courses, and 4 list more than four courses. This gives a total of 73 out of 90, or 81 per cent.

In medieval history, 37 returns list study in one course, 24 returns list study in two courses, 9 list study in three courses,

3 list study in four courses, and 1 lists study in more than four courses. The total is 74 out of 90, or 82 per cent, for medieval history.

In modern history, 15 returns list study in one course, 22 returns list study in two courses, 8 list study in three courses, 16 list study in four courses, and 23 list study in more than four courses. This gives a total of 84 out of 90, or 94 per cent.

In contemporary history, 33 returns list study in one course, 17 returns list study in two courses, 4 list study in three courses, 8 in four courses, and 6 in more than four courses, giving a total of 68 out of 90, or 75.5 per cent. The tabulations below furnish an overview of these totals:

HISTORY	<u>Number of Courses</u>					<u>Percentages</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>More</u>	
Ancient	35	22	7	5	4	81
Medieval	37	24	9	3	1	82
Modern	15	22	8	16	23	94
Contemporary	33	17	4	8	6	75.5

A survey of the course selection in history for the TEU index ranges above the median shows that 51 returns list study in four periods of history, 25 returns list study in three periods, 6 returns list study in two periods, and 8 returns list study in one period. All the returns in the TEU index above the median show course study in history.

In evaluating these returns in importance for the social studies teacher, 49 returns rank ancient history in the first three

places of value compared with 17 returns which rank it below third-place value.

Medieval history is ranked in the first three places of value on 48 returns compared with 16 returns which rank it below third place.

Modern history is ranked in the first three places on 74 returns compared with 3 returns which rank it below third place in value.

Contemporary history is ranked in the first three places of value on 56 returns compared with 6 returns which rank it below third place in value.

These evaluations are tabulated below:

HISTORY	<u>Course Evaluations</u>						
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Ancient	19	15	15	8	2	1	6
Medieval	19	15	14	14	1	1	0
Modern	54	14	6	2	1	0	0
Contemporary	35	15	6	3	0	2	1
Totals	127	59	41	27	4	4	7

Summary. From this survey of the course selection shown in history on the 238 questionnaire returns, it seems apparent that the returns which range above the TEU index median show greater depth and breadth of study in the four periods of history than do the returns which lay below the median and at the median. That is, the percentages for course study are higher, tending to rise as the TEU index range increases. The percentage tabulations below help to give a more graphic explanation of this trend:

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Ancient History</u>	<u>Medieval History</u>	<u>Modern History</u>	<u>Contemporary History</u>
Below the median	135	50	64.4	80.7	34.8
At the median	13	69	69	84.6	30.8
Above the median	90	81	82	94	75.5

The evaluations for the four periods of history as shown on the 238 returns afford an interesting appraisal of the values attached to these courses by the social studies teachers.

Ancient history ranks in the first three places of value on 106 returns, compared with 28 returns which rank it below third place in value.

Medieval history ranks in the first three places of value on 117 returns, compared with 31 returns which rank it below third place in value.

Modern history ranks in the first three places of value on 175 returns, compared with 13 returns with rank it below third place in value.

Contemporary history ranks in the first three places of value on 104 returns, compared with 9 returns which rank it below third place in value.

The following tabulations show the course evaluations in accordance with the TEU index ranges:

Ancient History.

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Course Evaluation</u>						
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Below the median	135	27	18	7	9	2	2	2
At the median	13	3	0	2	2	0	0	0
Above the median	90	19	15	15	8	2	1	0
Totals	238	49	33	24	19	4	3	2

Medieval History.

Below the median	135	28	13	20	10	2	1	2
At the median	13	4	3	1	0	0	0	0
Above the median	90	19	15	14	14	1	1	0
Totals	238	51	31	35	24	3	2	2

Modern History.

Below the median	135	60	17	16	2	3	0	5
At the median	13	6	1	1	0	0	0	0
Above the median	90	54	14	6	2	1	0	0
Totals	238	120	32	23	4	4	0	5

Contemporary History.

Below the median	135	23	15	6	2	0	1	0
At the median	13	2	2	0	0	0	0	0
Above the median	90	35	15	6	3	0	2	1
Totals	238	60	32	12	5	0	3	1

HISTORY

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Course Selection</u>		<u>Totals</u>	
		<u>Ancient</u>	<u>Medieval</u>	<u>Modern</u>	<u>Contemporary</u>
Below the median	135	68	87	109	47
At the median	13	9	9	11	4
Above the median	90	73	74	84	68
Totals	238	150	170	204	119

A summary of the extent of specialization in the periods of history indicates that 74 returns show study in four periods, 69 returns show study in three periods, 45 returns show study in two periods, and 36 returns show study in one period. Only 14 returns show no study in history--13 returns in the TEU index ranges below the median, and one in the median range. These details of course specialization are shown in the following tabulations:

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Extent of Specialization in History: Number of teachers who have studied in one, two, three, and four periods.</u>			
		<u>One Period</u>	<u>Two Periods</u>	<u>Three Periods</u>	<u>Four Periods</u>
Below the median	135	27	36	38	21
At the median	13	1	3	6	2
Above the median	90	8	6	25	51
Totals	238	36	45	69	74

Political Science. Only 111 out of 238 returns, or 46.6 per cent, show course study in political science. The accompanying tabulations show the extent of course study in this area:

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Number of Courses</u>					<u>Percentages</u>
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>More</u>	
Below the median	135	32	12	1	0	1	34
At the median	13	4	2	0	0	0	46
Above the median	90	27	17	7	1	7	65.5
Totals	238	63	31	8	1	8	46.6

This survey seems to indicate that as the TEU index rises, there is an increase in the percentage of courses; that is, there is an increase in the number of political science courses studied.

In evaluating this course in importance for the social studies, there is a tendency to rank it in the first three places of value. In the TEU index ranges below the median, 31 returns list it in the first three places of value compared with 8 returns which list it below third place in value. In the median range of the TEU index, 6 returns list it in the first two places of value. In the TEU index ranges above the median, 39 returns list it in the first three places of value compared with 10 returns which list it below third place in value. These evaluations are shown in the tabulations below:

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Course Evaluation</u>						
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Below the median	135	9	13	9	5	2	1	0
At the median	13	3	3	0	0	0	0	0
Above the median	90	17	17	5	5	4	1	0
Totals	238	29	33	14	10	6	2	0

Economics. This course shows a slight increase over political science in number of courses studied, with 128 out of 238, or 53.7 per cent, indicating course selection in economics. The tabulations below show the extent of course study:

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Number of Courses</u>					<u>Percentages</u>
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>More</u>	
Below the median	135	46	8	4	0	2	44.4
At the median	13	3	1	0	0	1	38.4
Above the median	90	30	19	4	2	8	70
Totals	238	79	28	8	2	11	53.7

In evaluating economics, 26 returns out of 135 in the TEU index ranges below the median rank this course in the first three places of value compared with 24 returns which rank it at less than third-place value. In the TEU index median range, the 4 returns which show course study rank economics in the first three places of value. In the TEU index ranges above the median, 35 returns out of 90 rank this course in the first three places of value compared with 11

returns which rank it below third place in value.

The following tabulations show the evaluation of this course:

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Course Evaluation</u>						
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Below the median	135	6	12	8	14	6	3	1
At the median	13	1	2	1	0	0	0	0
Above the median	90	12	16	7	5	3	2	1
Totals	238	19	30	16	19	9	5	2

Sociology. Only 90 out of 238 returns, or 37.8 per cent, show study in sociology. The tabulations below indicate the extent of course study in this area of the social studies:

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Number of Courses</u>					<u>Percentages</u>
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>More</u>	
Below the median	135	34	8	3	0	0	33.3
At the median	13	5	0	1	0	0	46
Above the median	90	26	8	3	0	2	43.3
Totals	238	65	16	7	0	2	37.8

These tabulations seem to indicate that sociology is not generally selected as a part of the program for the social studies teacher.

In evaluating sociology, 19 returns out of 135 in the TEU index ranges below the median rank it in the first three places of value compared with 16 returns which rank it below third place. In

the TEU index median range, 3 returns out of 13 rank it in the first three places of value compared with 3 returns which rank it below third place in value. In the TEU index ranges above the median, 14 returns out of 90 rank sociology in the first three places of value compared with 13 which rank it below third place. These tabulations are given below:

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Course Evaluation</u>						
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Below the median	135	5	7	7	8	1	4	3
At the median	13	0	2	1	0	2	0	1
Above the median	90	4	7	3	4	4	2	3
Totals	238	9	16	11	12	7	6	7

The evaluation of these courses in relation to the teaching of the social studies may indicate a lack of interest in the usefulness of this course since 36 teachers rank it in the first three places of value compared with 32 who rank it below third place in value.

Geography, physical. Only 82 out of the 238 returns, or 34.4 per cent, show study in this course. The percentage of course study is low in all three of the TEU index range groups--below the median, at the median, and above the median. The tabulations which follow show the extent of study in physical geography:

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Number of Courses</u>					<u>Percentages</u>
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>More</u>	
Below the median	135	36	3	0	1	2	31
At the median	13	4	1	0	0	0	38.4
Above the median	90	27	4	1	1	2	39
Totals	238	67	8	1	2	4	34.4

In evaluating this course, 30 returns in the TEU index ranges below the median list this course in the first three places of value compared with 8 returns which list it below third place in value. In the TEU index range at the median, 4 returns list it in the first three places of value compared with 1 return which lists it below third place in value. In the TEU index ranges above the median, 24 returns list this course in the first three places of value compared with 5 returns which list it below third place in value.

These evaluations are tabulated below:

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Course Evaluations</u>						
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Below the median	135	19	8	3	3	2	2	1
At the median	13	0	2	1	1	1	0	0
Above the median	90	9	9	6	4	0	0	1
Totals	238	28	19	10	7	3	2	2

Geography, human. In this course, only 58 out of 238 returns, or 24.3 per cent, indicate study. The tabulations show that this

course, like that of physical geography above, is low throughout the TEU index ranges:

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Number of Courses</u>					<u>Percentages</u>
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>More</u>	
Below the median	135	25	3	2	1	0	22.9
At the median	13	1	0	0	0	0	7.7
Above the median	90	18	5	1	1	1	28.8
Totals	238	44	8	3	2	1	24.3

This course is evaluated in the returns in the below-the-median TEU index range and in the above-the-median range, only. In the below-the-median TEU index ranges, 22 returns list this course in the first three places of value compared with 6 returns which list it below third place in value. In the above-the-median TEU index ranges, 15 returns list it in the first three places of value compared with 2 returns which list it below third place in value.

The tabulations below show the evaluations for this course:

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Course Evaluation</u>						
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Below the median	135	15	6	1	1	1	3	1
At the median	13	0	0	0	0	0	0	0
Above the median	90	7	7	1	2	0	0	0
Totals	238	22	13	2	3	1	3	1

Professional Courses.

History of Education. Study in this area of professional training is fairly high in the questionnaire returns, with 149 out of 238 returns, or 62.3 per cent, including this course. The tabulations below show the extent of this study:

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Number of Courses</u>					<u>Percentages</u>
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>More</u>	
Below the median	135	58	10	1	0	0	51
At the median	13	6	1	0	0	0	53.8
Above the median	90	54	16	1	2	0	81
Totals	238	118	27	2	2	0	62.3

Evaluation of this course shows widespread placement on the returns. In the below-the-median TEU index ranges, 10 returns rank this course in the first three places of value compared with 38 returns which rank it below third place in value. In the TEU index median range, 1 return ranks it in third place value compared with 3 returns which rank it below third place. In the above-the-median TEU index ranges, 19 returns rank it in the first three places of value compared with 32 returns which rank it below third place in value. This gives an over-all total of 30 returns which rank study in history of education above third place in importance for the teacher, compared with 73 returns which accord it below-third-place value.

These findings are tabulated below:

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Course Evaluations</u>						
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Below the median	135	2	4	4	12	13	7	6
At the median	13	0	0	1	0	1	0	2
Above the median	90	3	5	11	10	6	5	11
Totals	238	5	9	16	22	20	12	19

Educational psychology. Selection of this field of study shows a high percentage, with 213 out of 238 returns, or 89.5 per cent, indicating course study. The extent of this study is shown in the tabulations which follow:

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Number of Courses</u>					<u>Percentages</u>
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>More</u>	
Below the median	135	69	31	12	2	2	85.9
At the median	13	7	5	1	0	0	100
Above the median	90	48	26	6	2	2	93.3
Totals	238	124	62	19	4	4	89.5

In evaluating this course, 38 returns in the below-the-median TEU index ranges rank it in the first three places of value compared with 50 returns which place it below third place in value. At the median range, 4 returns rank it in the first three places of value compared with 2 returns which rank it below third place. In the

above-the-median TEU index ranges, 30 returns rank this course in the first three places of value compared with 28 returns which rank it below third place in value.

The tabulations below show these evaluations:

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Course Evaluations</u>						
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Below the median	135	14	9	15	15	12	11	12
At the median	13	2	1	1	0	0	0	2
Above the median	90	8	10	12	15	6	6	1
Totals	238	24	20	28	30	18	17	15

The high percentages shown for this field of study on the returns--only 25 returns list no study in educational psychology--would have led to the deduction that this must be a required course, even if the data from the university calendars had not been available.³⁸ However, the totals shown for the course evaluations do not indicate that this course ranks high in importance in the estimation of the teacher of the social studies.

Educational sociology. Study in this area of professional training is not very extensive. Only 35 out of 238 returns, or 14.7 per cent, show study in educational sociology. The extent of study is shown in the tabulations below:

³⁸Appendix A, Table I.

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Number of Courses</u>					<u>Percentages</u>
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>More</u>	
Below the median	135	16	1	0	0	0	12.8
At the median	13	0	0	0	0	0	0
Above the median	90	14	3	0	0	1	20
Totals	238	30	4	0	0	1	14.7

In evaluating this course, 4 returns in the below-the-median TEU index ranges list it in the first three places of value compared with 7 returns which list it below third place in value. In the TEU index median range, there were no evaluations shown on the returns. In the above-the-median TEU index ranges, 10 returns list this course in the first three places of value compared with 3 returns which list it below third place.

The findings are tabulated below:

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Course Evaluations</u>						
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Below the median	135	1	3	0	2	3	2	0
At the median	13	0	0	0	0	0	0	0
Above the median	90	2	6	2	1	1	1	0
Totals	238	3	9	2	3	4	3	0

Adolescent psychology. This course fares a little better than the educational sociology in course-selection percentages,

although only 70 out of 238 returns, or 29.4 per cent, show study in this area. The tabulations given below show the extent of this study:

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Number of Courses</u>					<u>Percentages</u>
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>More</u>	
Below the median	135	18	3	1	0	0	16.3
At the median	13	8	0	0	0	0	61.5
Above the median	90	28	10	1	0	1	44.4
Totals	238	54	13	2	0	1	29.4

The course-evaluation returns show a wide range of opinion regarding the value of this course to the social studies teacher. In the TEU index ranges below the median, 11 returns list this course in the first three places of value compared with 9 returns which list it below third place in value. At the TEU index median range, 2 returns list it in the first three places in value compared with 1 return which lists it below third place. In the TEU index ranges above the median, 15 returns list it in the first three places in value compared with 13 returns which list it below third place in value.

The tabulations given below show these evaluations:

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Course Evaluations</u>						
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Below the median	135	1	4	6	3	1	1	4
At the median	13	1	1	0	0	0	0	1
Above the median	90	7	6	2	2	4	2	5
Totals	238	9	11	8	5	5	3	10

Social psychology. Only 36 out of 238 returns, or 15 per cent, indicate study in social psychology. When study is indicated, it is generally confined to one course. The tabulations below show the extent of study in this course:

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Number of Courses</u>					<u>Percentages</u>
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>More</u>	
Below the median	135	10	3	0	0	0	9.6
At the median	13	3	0	0	0	0	23
Above the median	90	17	3	0	0	0	22
Totals	238	30	6	0	0	0	15

In evaluating this course, 8 returns in the below-the-median ranges of the TEU index list this course in the first three places of value compared with 5 returns which list it below third place in value. The returns at the TEU index median range do not indicate evaluation of this course. In the above-the-median ranges of the TEU index, 5 returns list this course in the first three places of value, compared with 8 returns which list it below third place in value.

The tabulations which follow show these evaluations:

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Course Evaluations</u>						
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Below the median	135	2	3	3	4	0	1	1
At the median	13	0	0	0	0	0	0	0
Above the median	90	2	1	2	3	1	2	2
Totals	238	4	4	5	7	1	3	3

Psychology (other). Only 98 out of 238 returns, or 41 per cent, indicate study in other fields of psychology--fields of study not included in the list of professional subjects on the questionnaire. The extent of this additional study in psychology, that is, in addition to educational psychology, adolescent psychology, and social psychology, are shown in the tabulations which follow:

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Number of Courses</u>					<u>Percentages</u>
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>More</u>	
Below the median	135	29	13	4	0	0	34.8
At the median	13	4	1	0	1	0	46
Above the median	90	29	9	3	1	3	50
Totals	238	62	23	7	2	3	41

In the evaluations, 10 returns in the below-the-median TEU index ranges rank this area of study in the first three places of value compared with 22 returns which rank it below third place in value. At the median, only 1 return ranks it in the first three

places of value, and 1 return ranks it below third place. In the above-the-median TEU index ranges, 12 returns rank it in the first three places of value compared with 15 returns which rank it below third place in value.

The tabulations which follow show these evaluations:

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Course Evaluations</u>						
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Below the median	135	0	7	3	7	5	4	6
At the median	13	0	1	0	1	0	0	0
Above the median	90	3	1	8	5	3	6	1
Totals	238	3	9	11	13	8	10	7

Philosophy of education. According to the questionnaire returns, philosophy of education has been included in the program of studies of 183 out of 238, or 77 per cent, of the teachers now instructing in social studies in secondary schools in Alberta. The extent of this study is given in the tabulations below:

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Number of Courses</u>					<u>Percentages</u>
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>More</u>	
Below the median	135	80	12	2	1	0	70.3
At the median	13	8	2	0	0	0	76.9
Above the median	90	65	9	3	1	0	86.6
Totals	238	153	23	5	2	0	77

In evaluating philosophy of education in importance to the social studies teacher, there is a tendency to rank this course in the lower places of value. In the TEU index ranges below the median, 40 returns list this course in the first three places of value compared with 43 returns which list it below third place in value. In the TEU index median range, 3 returns list this course in the first three place of value compared with 4 returns which list it below third place. In the TEU index ranges above the median, 23 returns list this course in the first three places of value compared with 32 returns which list it below third place in value.

The tabulations below show these evaluations:

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Course Evaluations</u>						
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Below the median	135	8	8	8	12	14	10	8
At the median	13	1	2	0	0	1	0	3
Above the median	90	5	7	11	18	4	4	6
Totals	238	14	17	19	30	19	14	17

Although philosophy of education is not regularly prescribed as an Education program course,³⁹ it is required as a senior Education course by the Faculty of Education in Alberta. Thus, a large percentage of the returns list at least one course in this area of study.

³⁹cf., p. 83.

Philosophy (other). Of the 238 returns, 176 returns, or 73.9 per cent, indicate study in the other fields of philosophy which have not been specifically identified on the questionnaire. The extent of this course study is shown in the tabulations given below:

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Number of Courses</u>					<u>Percentages</u>
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>More</u>	
Below the median	135	69	22	6	4	3	77
At the median	13	9	1	1	1	1	100
Above the median	90	37	12	4	1	5	66.6
Totals	238	115	35	11	6	9	73.9

In evaluating this area of study in importance to the social studies teacher, there seems to be a tendency to rank it below third place in value. In the TEU index ranges below the median, 40 returns rank this area of study in the first three places of value compared with 43 returns which rank it below third place in value. In the TEU index median range, 3 returns rank it in the first three places of value compared with 3 returns which rank it below third place. In the TEU index ranges above the median, 19 returns rank this area of study in the first three places of value compared with 26 returns which rank it below third place in value.

These evaluations are tabulated below:

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Course Evaluations</u>						
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Below the median	135	10	8	22	13	13	8	9
At the median	13	0	1	2	1	1	0	1
Above the median	90	5	5	9	11	5	5	5
Totals	238	15	14	33	25	19	13	15

Mental hygiene. The returns indicate that this is not an area in professional training usually included in the course selection of high school social studies teachers in Alberta. Only 57 out of 238 returns, or 23.9 per cent, show study in this course.

The extent of course study is shown in the tabulations given below:

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Number of Courses</u>					<u>Percentages</u>
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>More</u>	
Below the median	135	24	3	0	0	0	20
At the median	13	2	1	0	0	0	23
Above the median	90	19	7	1	0	0	20
Totals	238	45	11	1	0	0	23.9

In evaluating this course in importance to the social studies teacher, the returns tend to list it in the last places of value, that is, below third place in value. In the TEU index ranges below the median, 6 returns list this course in the first three places of value compared with 13 returns which list it below third place in

value. In the TEU index median range, 1 return lists the course in second place in value compared with 2 returns which list it in seventh place in value. In the TEU index ranges above the median, 7 returns list it in the first three places in value compared with 15 returns which list it below third place in value.

These evaluations are shown in the tabulations which follow:

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Course Evaluations</u>						
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Below the median	135	1	2	3	4	1	3	5
At the median	13	0	1	0	0	0	0	2
Above the median	90	1	1	5	6	0	0	9
Totals	238	2	4	8	10	1	3	16

Summary. In this summary of the evaluation of the course-selection and course-evaluation charts on the questionnaire returns, certain trends in course selection can be noted. In the areas of academic study, for example, it is usual for the courses selected for study to include one or more of the periods of history, but the other areas of the social studies are not so generally included. The percentage totals show confirmation of this trend: ancient history, 150 out of 238, or 63 per cent; medieval history, 170 out of 238, or 71.4 per cent; modern history, 204 out of 238, or 87.5 per cent; and contemporary history, 119 out of 238, or 50 per cent. The course selection percentages for the other areas of the social studies

include political science, 111 out of 238, or 46.6 per cent; economics, 128 out of 238, or 53.7 per cent; sociology, 90 out of 238, or 37.8 per cent; physical geography, 82 out of 238, or 34.4 per cent; and human geography, 58 out of 238, or 24.3 per cent. Thus, the other areas of the social sciences included in the social studies do not show the depth and breadth of study that is shown in the fields of history.

In the areas of professional study, course selection seems to be confined chiefly to psychology and philosophy. The percentage totals for these areas of study include: educational psychology, 213 out of 238, or 89.5 per cent; philosophy of education, 183 out of 238, or 77 per cent; other fields of philosophy, 176 out of 238, or 73 per cent. History of education is included on 149 out of 238, or 62.3 per cent, of the returns.

The tabulations below show the over-all totals for the course-selection chart. In these tabulations, the vertical columns indicate the number of returns which list study in 1, 2, 3, 4, or more than 4 courses. The percentages in the right-hand column are derived as follows: in ancient history, 150 returns out of 238, or 63 per cent, list study in ancient history.

Course-Selection Returns:

<u>Name of course</u>	<u>Number of Courses</u>					<u>Total</u>	<u>Percentages</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>More</u>		
Ancient history	77	46	13	7	7	150	63
Medieval history	104	45	14	3	4	170	71.4
Modern history	61	58	33	23	29	204	85.7
Contemporary history	68	25	10	9	7	119	50
Political science	63	31	8	1	8	111	46.6
Economics	79	28	8	2	11	128	53.7
Sociology	65	16	7	0	2	90	37.8
Geography, physical	67	8	1	2	4	82	34.4
Geography, human	44	8	3	2	1	58	24.3
History of education	118	27	2	2	0	149	62.3
Educational psychology	124	62	19	4	4	213	89.5
Educational sociology	30	4	0	0	1	35	14.7
Adolescent psychology	54	13	2	0	1	70	29.4
Social psychology	30	6	0	0	0	36	15
Psychology (other)	62	23	7	2	4	98	41
Philosophy of education	153	23	5	2	0	183	77
Philosophy (other)	115	35	11	6	9	176	73.9
Mental hygiene	45	11	1	0	0	57	23.9

In appraising the entries in the evaluation charts on the questionnaire returns, the teacher's rating of the courses is interpreted in terms of his teaching duties, his teaching experience, and his training. That is, the TEU index is used to group the returns into categories based on the background of knowledge in the social studies as indicated by the teacher in his outline of the extent of his specialization in social studies teaching, in his teaching experience in the social studies, and in his study in the subject areas

from which the content of the social studies is drawn. In this way, an objective view of the evaluations which the teacher has assigned to the courses can be maintained.

In designing the evaluation chart, provision was made for seven choices in a descending scale of values in which number "1" was to be used to indicate the field of greatest value. For the purposes of this survey, the ratings listed in the first three places of value are appraised; in general, a course listed in the last four places on the chart can be considered to possess little value for the social studies teacher.

When the course evaluations are set out in tabular form, under the TEU index ranges, a more objective appraisal of the values assigned to the courses can be attained. For example, the over-all totals for the evaluation charts show that out of the 106 returns which rank ancient history in the first three places of value for the social studies teacher, 32 returns fall in the TEU index ranges below the median, 5 returns fall in the TEU index median range, and 49 returns fall in the TEU index ranges above the median. This seems to indicate that the returns which fall in the TEU index ranges above the median place a greater value on the study of ancient history as a part of the teacher-training program than do those which fall at, or below, the TEU index median.

In the tabulations which follow, the evaluations on the questionnaire returns have been arranged under the three categories of the

TEU index ranges: below the median, or 0-3.9; at the median, or 4-4.9; above the median, or 5-332. The numbers in the vertical columns represent the total number of questionnaire returns which rank the course in the first three places of value on the course-evaluation chart. The numbers in the right-hand vertical column represent the number of returns which rank the course below third place in value.

Course-Evaluation Returns:

<u>Name of course</u>	<u>No. of teachers</u>	<u>TEU Index</u>	<u>Course Evaluations</u>			
			<u>1st place</u>	<u>2nd place</u>	<u>3rd place</u>	<u>Below 3rd place</u>
Ancient history	135	0-3.9	27	18	7	15
	13	4-4.9	3	0	2	2
	90	5-332	19	15	15	11
Medieval history	135	0-3.9	28	13	20	15
	13	4-4.9	4	3	1	0
	90	5-332	19	15	14	16
Modern history	135	0-3.9	60	17	16	10
	13	4-4.9	6	1	1	0
	90	5-332	54	14	6	3
Contemporary history	135	0-3.9	23	15	6	1
	13	4-4.9	2	2	0	0
	90	5-332	35	15	6	6
Political science	135	0-3.9	9	13	9	8
	13	4-4.9	3	3	0	0
	90	5-332	17	17	5	10
Economics	135	0-3.9	6	12	8	24
	13	4-4.9	1	2	0	1
	90	5-332	12	16	7	11
Sociology	135	0-3.9	5	7	7	16
	13	4-4.9	0	2	1	3
	90	5-332	4	7	3	13
Geography, physical	135	0-3.9	19	8	3	8
	13	4-4.9	0	2	1	2
	90	5-332	9	9	6	5

<u>Name of course</u>	<u>No. of teachers</u>	<u>TEU Index</u>	<u>Course Evaluations</u>			
			<u>1st place</u>	<u>2nd place</u>	<u>3rd place</u>	<u>Below 3rd place</u>
Geography, human	135	0-3.9	15	6	1	6
	13	4-4.9	0	0	0	0
	90	5-332	7	7	1	2
History of education	135	0-3.9	2	4	4	38
	13	4-4.9	2	0	1	3
	90	5-332	3	5	11	32
Educational psychology	135	0-3.9	14	9	15	50
	13	4-4.9	2	1	1	3
	90	5-332	8	10	12	28
Educational sociology	135	0-3.9	1	3	0	7
	13	4-4.9	0	0	0	0
	90	5-332	2	6	2	3
Adolescent psychology	135	0-3.9	1	4	6	9
	13	4-4.9	1	1	0	1
	90	5-332	7	6	2	13
Social psychology	135	0-3.9	2	3	3	5
	13	4-4.9	0	0	0	0
	90	5-332	2	1	2	8
Psychology (other)	135	0-3.9	0	7	3	22
	13	4-4.9	0	1	0	1
	90	5-332	3	1	8	15
Philosophy of education	135	0-3.9	8	8	8	44
	13	4-4.9	1	2	0	4
	90	5-332	5	7	11	32
Philosophy (other)	135	0-3.9	10	8	22	43
	13	4-4.9	0	1	2	3
	90	5-332	5	5	9	26
Mental hygiene	135	0-3.9	1	2	3	13
	13	4-4.9	0	1	0	2
	90	5-332	1	1	5	15

In summing up the findings from the questionnaire returns, it can be noted that, among the areas of the social studies, support for the hypothesis⁴⁰ is to be found only in the study of history.

⁴⁰cf., p. 74.

In the study of history, modern history is most frequently chosen, with 85.7 per cent, and medieval history, with 71.4 per cent. Among the professional courses, the study of educational psychology is most frequently chosen, with 89.5 per cent; philosophy of education is next, with 77 per cent; and other fields of philosophy, with 73.9 per cent. The study of the history of education is less frequently chosen, with 62.5 per cent.

In the evaluation of these courses, however, only history is rated consistently in the first three places of value in terms of its importance to the social studies teacher. In the tabulations given above,⁴¹ it can be noted that educational psychology is ranked below third place on 80 returns compared with 72 returns which rank it in the first three places of value. Philosophy of education is ranked below third place in the evaluations by 80 returns compared with 50 returns which rank it in the first three places of value. In evaluating "the other fields of study in philosophy", 72 returns rank this area of study below third place in value compared with 62 returns which rank it in the first three places of value. History of education is ranked below third place by 73 returns compared with 30 returns which rank it in the first three places of value. Only history receives support in the evaluations.

⁴¹cf., p. 154.

III CONCLUSIONS

The analysis of the literature in the field has been directed toward determining the course requirements in study and research which will provide the teacher of the social studies with an adequate background of knowledge and professional training. As previously noted, it has been concluded that the teacher's program of studies for social studies instruction should include:

1. Study and research in the social sciences with special emphasis upon the fields of history, civics, economics, sociology, geography, and current events;
2. Professional study and training, with courses in the history of education, philosophy of education, curricular development, educational measurement and evaluation, educational psychology and sociology, both general and specific methodology, for example, teaching in high school grades, teaching the social studies in secondary schools, and observation and practice teaching.⁴²

Although support for this hypothesis was found in the literature in the field, it was considered that it should be tested against prevailing practices in education, both at the institutional and at the personal, or individual, level of enquiry. This involved a survey of the teacher-training program to ascertain (1) the courses generally required as a part of the teacher-training program by the Faculties of Education of representative universities and teachers'

⁴²cf., p. 74.

colleges, and (2) the teachers' evaluation of these areas of study. In this survey, it would be important to learn the academic and professional program of courses prescribed for the social studies teacher; it would be equally as important to learn the breadth and depth of study which the teachers had carried out in these prescribed areas, and their evaluation of this study in importance to the social studies teacher.

With these purposes in mind, two surveys have been carried out:

1. An analysis of the courses offered by the Faculties of Universities and Teachers' Colleges in the ten Canadian Provinces, plus a geographical sampling of the courses offered by eight American Universities;
2. A questionnaire survey of the background of training which teachers currently instructing in the social studies in Alberta have as preparation for their work, and of the recommendations and suggestions in program planning which they may offer to the prospective social studies teacher.

The findings from these surveys are discussed below.

Survey of the course requirements listed in Faculty of Education Calendars. There are 18 universities included in the survey, 10 Canadian universities and 8 American. The appraisal of the required courses is considered under two headings, academic course requirements and professional course requirements. The appraisal of the academic courses cannot be as inclusive as that of the professional. In Canada, four universities require the completion of an approved under-graduate degree, and one requires the holding of

a teaching certificate, as a prerequisite to admission; consequently, they do not list specific academic requirements in their teacher-training programs. Neither do they indicate that particular academic courses must be included in the prerequisite degrees. Therefore, these training centres have been omitted from the appraisal of academic courses. In the appraisal of the academic course requirements, then, 5 Canadian and 8 American universities are included. However, in the appraisal of the professional course requirements all 18 universities are included.

In the academic requirements, History is required by all 13 universities. Geography is required by 4 out of 5, or 80 per cent, of Canadian universities, and by 5 out of 8, or 62.5 per cent, of American. Political Science, Economics, and Sociology are not required courses in Canadian universities, but they are required in American universities--Political Science, by 7 out of 8, or 87.5 per cent; Economics, by 6 out of 8, or 75 per cent; Sociology, by 5 out of 8, or 62.5 per cent, of American universities. The percentage figures for the subject fields of the social studies are given below:

<u>Name of Course</u>	<u>Course Requirements</u>		<u>Over-all Percentage</u>
	<u>Canadian(5)</u>	<u>American(8)</u>	
History, social science	100	100	100
Geography	80	62.5	69
Political Science	20	87.5	61.5
Economics	0	75	46
Sociology	0	62.5	38.4

In the professional course requirements, the survey seems to

indicate that Canadian universities tend to require a more extensive background of training than American universities do. For example, History of Education is required by 6 out of 10, or 60 per cent, of Canadian universities; by 2 out of 8, or 24 per cent, of American. Educational Psychology is required by 9 out of 10, or 90 per cent, of Canadian universities; by 3 out of 8, or 37.5 per cent, of American. Philosophy of Education is required by 6 out of 10, or 60 per cent, of Canadian universities; by 2 out of 8, or 25 per cent, of American. Administration and Supervision is required by 7 out of 10, or 70 per cent, of Canadian universities; by only 1 American university. Other points of comparison are illustrated by the percentage tabulations for the course requirements given below:

<u>Name of Course</u>	<u>Course Requirements</u>		<u>Over-all Percentages</u>
	<u>Canadian</u>	<u>American</u>	
General Principles of Education, or Foundations of Education	37.5	25	31.25
History of Education	60	25	44.4
Comparative Education	0	37.5	16.6
Educational Psychology	90	37.5	66.6
Educational Sociology	10	0	5.5
Philosophy of Education	60	25	44.4
Child and Adolescent Psychology	30	12.5	22.2
Educational Statistics	0	12.5	5.5
Measurement and Evaluation	30	12.5	22.2
Testing and Measurement	20	12.5	16.6
Curriculum Development	30	37.5	33.3
School Organization and Management	40	25	33.3
Administration and Supervision	70	12.5	44.4
School Laws and Finance	20	0	11
General Teaching Methods	20	37.5	27.7

<u>Name of Course</u>	<u>Course Requirements</u>		<u>Over-all Percentages</u>
	<u>Canadian</u>	<u>American</u>	
Methods in high school grades	90	62.5	77.7
Teaching Reading	0	0	0
Education of Exceptional Children	10	12.5	11
Observation and Practice Teaching	90	75	83

In summing up the findings of this survey, it can be noted that there are only two study areas in the academic requirements and two in the professional requirements which support the hypothesis of this thesis.

In the academic requirements, all of the universities in this section of the survey include the study of history. Geography is included, also, with an over-all total of 9 out of 13, or 69 per cent. American universities give positive support to the other fields of the social studies--political science, 87.5 per cent; economics, 75 per cent; and sociology, 62.5 per cent. Canadian universities do not list economics or sociology as requirements, and only one university includes political science as a requirement.

In the professional courses, Observation and Practice Teaching is required by 15 out of 18, or 83 per cent, of the universities. Methodology in High School Grades is required by 14 out of 18, or 77.7 per cent, of the universities. Canadian universities require the study of Educational Psychology, and Philosophy of Education, to a greater extent than American universities do. Administration and

Supervision, and History of Education are required courses in many Canadian universities.

These findings seem to indicate that American universities tend to require course selection in the fields of the social studies to a greater extent than Canadian universities do.

The Questionnaire Survey. The purpose of this survey was to determine the background of training which a representative number of social studies teachers in Alberta's high schools have as preparation for their teaching; and to ask for their evaluation of this training in terms of usefulness to the social studies teacher.

There were 238 returns received in this survey. Taken all together, they presented a wide variation in number of subject areas taught, grades taught, classes of social studies taught; in experience; in university training; and in course selection, and their evaluation of these courses.

Through the application of the TEU index, the questionnaires were grouped into categories, or TEU index ranges. The TEU index numbers ranged from 0 to 332, depending on the degree of specialization in the teaching of the social studies, in experience, and in training. The median range was found to be the 4-4.9 range, or 4.5. In the discussion of the course-selection charts and course-evaluation charts which follow, the over-all TEU index range will be considered under three groupings: below the median, or from 0 to 3.9;

at the median, or from 4 to 4.9; above the median, or from 5 to 332.

In evaluating the course-selection charts, it can be noted that history is the only area of the social studies to show support for the hypothesis. In the periods of history, modern history shows the greatest frequency in course selection, with 204 out of 238 returns, or 87.5 per cent. Medieval history is listed on 170 out of 238 returns, or 71.4 per cent. The support for history shows some variation, depending upon the TEU index range in which the return falls. The following percentage tabulations illustrate this variation:

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Ancient history</u>	<u>Medieval history</u>	<u>Modern history</u>	<u>Contemporary history</u>
Below the median	135	50	64.4	80.7	34.8
At the median	13	69	69	84.6	30.8
Above the median	90	81	82	94	75.5

From these percentage tabulations, it seems apparent that the returns which range above the TEU index median show the greatest depth and breadth of study in the four periods of history. That is, the percentages for course study are higher, tending to rise as the TEU index range increases.

Course selection in the other areas of the social studies does not show as frequent inclusion in the study program as history does. Political science is listed on 111 out of 238 returns, or 46.6 per cent. Economics is listed on 128 out of 238 returns, or

53.7 per cent. Physical geography is listed on 82 out of the 238 returns, or 34.4 per cent; human geography is listed on 58 out of 238 returns, or 24.3 per cent. The percentages for these courses are shown below:

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Political science</u>	<u>Economics</u>	<u>Geography physical</u>	<u>Geography human</u>
Below the median	135	34	44.4	31	22.9
At the median	13	46	38.4	38.4	7.7
Above the median	90	65.5	70	39	28.8

Sociology is not often indicated in the course-selection chart; only 90 out of 238 returns, or 37.8 per cent, include this course. Educational sociology is even less frequently included; only 35 out of 238 returns, or 14.7 per cent, list this course.

Philosophy of education, with 183 out of 238 returns, or 77 per cent, shows great frequency of inclusion on the course-selection charts. Study in other fields of philosophy is often included in course selection, also; 176 out of 238 returns, or 73.9 per cent, list this area of study.

The tabulations for the above courses are shown in percentages below:

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Sociology</u>	<u>Educational sociology</u>	<u>Philosophy of Education</u>	<u>Philosophy (other)</u>
Below the median	135	33.3	12.8	70.3	77
At the median	13	46	0	76.9	100
Above the median	90	43.3	20	86.6	66.6

Educational psychology shows great frequency of selection, with 213 out of 238 returns, or 89.5 per cent. Adolescent psychology is listed on only 70 out of 238 returns, or 29.4 per cent. Social psychology shows less frequency than adolescent psychology, with only 36 out of 238 returns, or 15 per cent. Study in other fields of psychology is listed with more frequency, with 98 out of 238 returns, or 41 per cent.

The percentage tabulations for the psychology courses are given below:

<u>TEU Index</u>	<u>Number of teachers</u>	<u>Educational psychology</u>	<u>Adolescent psychology</u>	<u>Social psychology</u>	<u>Psychology (other)</u>
Below the median	135	85.9	16.3	9.6	34.8
At the median	13	100	61.5	23	46
Above the median	90	93.3	44.4	22	50

History of education is included on 149 out of 238 returns, or 62.3 per cent.

Mental hygiene is included on only 57 out of 238 returns, or 23.9 per cent.

The tabulations below give the percentages for these courses:

<u>TEU Index</u>	<u>Number of teachers</u>	<u>History of Education</u>	<u>Mental Hygiene</u>
Below the median	135	51	20
At the median	13	53.8	23
Above the median	90	81	20

In summarizing the evaluations of the course selections indicated on the questionnaires, certain trends can be noted. For example, it is usual for study in history to be included on the returns. In fact, study in history is the only area in the field of the social studies in which support for the hypothesis is shown. However, political science and economics show frequency of selection in the TEU index ranges above the median.

Among the professional courses, Educational Psychology shows great frequency of selection, with 213 out of 238 returns, or 89.5 per cent; Philosophy of Education is listed on 183 out of 238 returns, or 77 per cent; and study in the other fields of philosophy is listed on 176 out of 238 returns, or 73 per cent. History of Education shows somewhat less frequency of selection, with 149 out of 238 returns, or 62.5 per cent. From these percentages, it would seem that Educational Psychology and Philosophy of Education are the areas of study in which support for the hypothesis is shown. Study in the other fields of philosophy shows less frequency in

course selection.

However, when the course-evaluation charts are appraised, it is found that the returns do not rank these professional courses high in importance for the social studies teacher.⁴³ Educational Psychology ranks in first place on 24 returns, in second place on 20 returns, and in third place on 28 returns, but it ranks below third place in value on 81 returns. Philosophy of Education ranks in first place on 14 returns, in second place on 17 returns, and in third place on 19 returns, but it ranks below third place in value on 80 returns. Study in the other fields of philosophy ranks first on 15 returns, second on 14 returns, and third on 33 returns, but it ranks below third place in value on 72 returns.

In considering the evaluations on the course-selection and course-evaluation charts, it seems logical to conclude that the requirement of certain specific courses by the teacher-training centres will have some bearing on the courses selected by the teacher. With this in view, it seems reasonable to consider that the ratings given in the course-evaluation charts reflect the teacher's evaluation of a course more closely than do the courses indicated on the course-selection chart.

In summarizing the evaluations shown on the course-evaluation charts, history is found to be the only area of study which ranks in

⁴³cf., pp. 155-156.

the first three places of value throughout the TEU index ranges.

When the summaries of the course-selection and course-evaluation charts are compared, there seems to be a trend toward a more diversified program of studies shown on the returns which fall in the TEU index ranges above the median. For example, both political science, with 65.5 per cent, and economics, with 70 per cent, in the course-selection percentages are rated higher in the TEU index ranges above the median. Among the professional courses, Philosophy of Education, with 86.6 per cent, Educational Psychology, with 93.3 per cent, and History of Education, with 81 per cent, are rated higher in the TEU index ranges above the median. This trend towards the up-grading of these courses by the teachers whose TEU index lies above the median seems to indicate that the teacher with more years of teaching experience, more university training, and greater specialization in social studies teaching, places a higher value on these areas of the social studies and of professional training.

IV RECOMMENDATIONS

It is recommended that the teacher who is training for social studies instruction be required to select courses from each of the fields of the social sciences which are included in the social studies--history, political science, economics, sociology, and geography.

The literature in the field of teaching social studies in the secondary school supports this view. The teacher's background of knowledge in the liberal arts in general, and in the specific fields of the social studies in particular, lies like a carpet beneath his program planning in terms of objectives and methods and learning outcomes. Bining sums up the views expressed so succinctly when he writes:

...For the teacher...His knowledge must be broader than the subject matter that he teaches. This is especially true of the social studies, with its vast amount of material. The teacher of these subjects requires a broad cultural and factual background.⁴⁴

The programs of studies outlined in the American University Calendars support the inclusion of the five fields of the social sciences from which the social studies course is drawn; the programs outlined by the Canadian Universities show history and geography as required courses in most cases.

The program of study followed by the teachers whose TEU index

⁴⁴Arthur C. Bining, and David H. Bining, Teaching the Social Studies in Secondary Schools, (New York, McGraw-Hill, 1952), p. 194.

falls above the median in the questionnaire survey indicates an increasing awareness of the need for training in all the fields of the social studies. On the returns for this TEU index range, in addition to course selection in history, political science and economics show higher percentages in the course selection totals than do the returns which fall below the median, or at the median.

It is recommended that some means be sought whereby the teacher may be made aware of the value of the professional courses in terms of social studies instruction.

The literature in the field stresses the need for professional training in relation to modern educational concepts with their emphasis upon functional learning in terms of the individual needs of each student as he grows into adulthood and prepares to assume social, economic, and political responsibilities.

The Calendars indicate that professional training is endorsed through its inclusion in the teacher training programs outlined by Canadian Universities. In general, all of the universities included in the survey stress the importance of professional training. If such courses are not required in the undergraduate program, they are included in the graduate programs of education.

In view of the down-grading of the professional courses on the evaluation charts of the questionnaire survey, it would seem that there is a lack of awareness of the value of the professional courses on the part of the teachers represented by the questionnaire returns.

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APPENDIX A

TABULATION OF THE FINDINGS IN THE SURVEY OF UNIVERSITY
AND COLLEGE CALENDARS

SURVEY OF UNIVERSITY

TEACHER TRAINING CENTRES * * * * Universities and Colleges	ENTRANCE REQUIREMENTS						ACADEMIC									
	Grade XI standing, with average of not less than 60%	High school diploma with (a) 50% over-all average;	(b) 60% average in English, social studies, and four other subjects taken	High school graduation in the university degree	An approved under-graduate degree from an approved university	An interim or permanent teaching certificate	Major-Minor course pattern	English	History, social studies	Geography	Political science	Economics, or commerce	Mathematics	Science	Anthropology	
CANADIAN UNIVERSITIES																
Memorial University	x							x	x				x	x		
Dalhousie University				x	x		x									
St. Dunstan's University	x				x											
University of New Brunswick				x		x										
McGill University				x			x	x	x	x		*	*	*		
Ontario College of Education					x	x	x									
University of Manitoba					x											
University of Saskatchewan				x			x	x	x	x	*	*	x	x		
University of Alberta			x				x	x	x	x	*	*	*	*		
University of British Columbia				x			x	x	x	x		*	*	*		
AMERICAN UNIVERSITIES																
Columbia University				x			x		x	x	x	x			x	
University of Georgia				x				x	x	x	x	x	x	x	*	
University of Illinois		x					x	x	x	x	x	x				
University of Minnesota				x			x	x	x	x	x	x				
University of Kentucky		x					x	x	x	x	x	x			x	
University of Houston				x			x	x	x	x	x	x				
Colorado State University		x					x	x	x	x	x	x		x		
Stanford University				x			x	x	x	x	x	x	*	*	*	
TOTAL								10	13	9	8	6	3	4	2	

Required courses - "x"

Elective courses - "*"

[Publisher's Note: To avoid folding, this table has been split. Normally there would be no break through the center.]

AND COLLEGE CALENDARS

REQUIREMENTS		PROFESSIONAL REQUIREMENTS									
2	* * *			*							x
1	* * x *			*							
1	* * x *		*	*							
1	x *		*	*							
4	* x *			x						x x	
2	*			x x							
5	* x	x x x x		*							
5	x	x		x						x x	
8	x	x		x x x x	*	*	*	*	*	*	*
3	x	x	x								
12	x *	x x	x x	x x x x	*	*	*	*	*	*	*
1										*	*
8	x	x	x	x x x x	*	*	*	*	*	*	*
4	x			x						*	*
1	x			*						*	*
4	x		x	*	*	*	*	*	*	*	*
3	x										x x
6	x	x x	x							x	x
6	x		x	x						x	x
8	x	*	x x x x	x x x x	*	*	*	*	*	*	*
2										x	x
5	x	x x	x	x							
14	x x x x x		x	x x x x x x	*	*	*	*	*	*	*
0										*	*
2		x	x	*	*	*	*	*	*	*	*
15	x x x x x	x	x	x x x x x x	*	*	*	*	*	*	*

Foreign language--French, Latin,
Greek, German,

Music

Art

Drama, Speech and drama

Psychology

Philosophy

Sociology

General principles of Education,
or Foundations of Education

History of Education

Comparative Education
(Contemporary Education)

Educational Psychology

Educational Sociology

Philosophy of Education

Child and Adolescent Psychology

Educational Statistics

Measurement and Evaluation

Testing and Guidance

Curriculum Development

School Organization & Management

Administration and Supervision

School Laws and Finance

General Teaching Methods

Methods in High School Grades

Teaching reading

Education of exceptional children

Observation & practice teaching

APPENDIX B

TABULATION OF THE FINDINGS IN THE QUESTIONNAIRE SURVEY

QUESTIONNAIRE SURVEY OF THE TRAINING OF TEACHERS FOR
SOCIAL STUDIES INSTRUCTION - COMPLETED RETURNS

A. TEACHING POSITION

Type of senior high school: (Check the classification most appropriate to your case. These categories should exclude non-teaching staff.)

2 member staff	6
3 member staff	14
4 to 6 member staff	31
7 to 10 member staff	35
11 to 14 member staff	36
More than 14 member staff	116
Total	= 238

B. TEACHING AREAS

The number of subject areas you are teaching:
e.g. Physics, English, Mathematics. (Check the appropriate number.)

1	2	3	4	5	6	7	8	No entry
44	76	56	29	15	9	5	2	2 = 238

The number of high school grades you are teaching.

1	2	3	No entry
34	91	109	4 = 238

The number of social studies classes you are teaching.

1	2	3	4	5	6	More than 6	No entry
45	61	48	29	19	32	3	1 = 238

C. EXPERIENCE

In teaching senior high school social studies.

Nil	1 yr.	2-4 yrs.	5-8 yrs.	9-12 yrs.	13-20 yrs.	21-28 yrs.	More
15	33	48	56	34	29	14	6

Median: 5-8 yrs. = 6.5 yrs No entry 3 = 238

In senior high school teaching

Nil	1 yr.	2-4 yrs.	5-8 yrs.	9-12 yrs.	13-20 yrs.	21-28 yrs.	More
12	23	45	52	40	42	13	8

Median: 5-8 yrs. = 6.5 yrs. No entry 3 = 238

D. TRAINING

Degree(s) held. (Please check.)

B.A.	111	M.A.	28	Doctorate	0
B.Sc.	9	M.Sc.	5		
B.Ed.	135	M.Ed.	12		
B.(Other)	13	M.(Other)	2		

Course Selection

Courses studied and number of courses taken. (Check the number taken in each field)						Evaluate these fields in importance for the social studies teacher. (No. 1 will indicate the field of greatest value.)						
	1	2	3	4	More	1	2	3	4	5	6	7
Ancient History or Classics	77	46	13	7	7	49	33	24	19	4	3	2
Medieval History	104	45	14	3	4	51	31	35	24	3	2	2
Modern History	61	58	33	23	29	120	32	23	4	4	0	5
Contemporary History	68	25	10	9	7	60	32	12	5	0	3	1

	1	2	3	4	More		1	2	3	4	5	6	7
Political Science	63	31	8	1	8		29	33	14	10	6	2	0
Economics	79	28	8	2	11		19	30	16	19	9	5	2
Sociology	65	16	7	0	2		9	16	11	12	7	6	7
Geography, physical	67	8	1	2	4		30	18	10	7	2	3	2
Geography, human	44	8	3	2	1		22	13	2	3	1	3	1
History of Education	118	27	2	2	0		5	9	16	22	20	12	19
Educational Psychology	124	62	19	4	4		24	20	28	30	18	17	15
Educational Sociology	30	4	0	0	1		3	9	2	3	4	3	0
Adolescent Psychology	54	13	2	0	1		9	11	8	5	5	3	10
Social Psychology	30	6	0	0	0		4	4	5	7	1	3	3
Psychology (other)	62	23	7	2	4		3	9	11	13	8	10	7
Philosophy of Education	153	23	5	2	0		14	17	19	30	19	14	17
Philosophy (other)	115	35	11	6	9		15	14	33	25	19	13	15
Mental Hygiene	45	11	1	0	0		2	4	8	10	1	3	16

TABLE II
DISTRIBUTION OF TEACHERS IN ACCORDANCE WITH TEU INDEX
TEACHING DUTIES, EXPERIENCE, AND TRAINING

TEU INDEX	Number of Teachers	TEACHING AREAS						GRADES			CLASSES						EXPERIENCE			TRAINING (Degrees held)						
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	More	Below Median	Median	Above Median	1	2	3	4	5	6	7
0- 0.9	57	0	15	12	13	5	5	4	1	11	18	25				0	44	2	0	34	7	0	0	0	0	0
1- 1.9	36	2	10	11	4	5	2	1	1	6	12	18				0	14	10	11	19	12	0	0	0	0	0
2- 2.9	22	2	7	7	4	1	1	0	0	4	11	7				0	4	10	4	11	6	0	0	0	0	0
3- 3.9	20	2	5	8	4	1	0	0	0	2	7	11				1	4	7	8	14	4	0	0	0	0	0
4- 4.9	13	3	5	4	1	0	0	0	0	2	3	8				1	3	5	3	4	7	0	0	0	0	0
5- 5.9	8	1	3	4	0	0	0	0	0	2	5	1				0	2	2	4	3	5	0	0	0	0	0
6- 6.9	10	2	4	3	1	0	0	0	0	2	3	5				0	5	3	2	4	3	0	0	0	0	0
7- 7.9	4	1	1	1	0	0	0	0	0	0	1	3				0	1	1	2	1	1	0	0	0	0	0
8- 8.9	1	0	1	0	0	0	0	0	0	0	1	0				0	0	0	1	0	0	0	0	0	0	0
9- 9.9	4	0	2	1	0	1	0	0	0	1	0	3				0	0	2	2	1	2	0	0	0	0	0
10-10.9	6	2	2	2	0	0	0	0	0	0	0	2				0	0	2	4	3	3	0	0	0	0	0
11-11.9	2	1	1	0	0	0	0	0	0	0	1	1				0	1	0	1	1	1	0	0	0	0	0
12-12.9	6	5	1	0	0	0	0	0	0	2	4	0				0	0	3	0	4	1	0	0	0	0	0
13-13.9	2	0	2	0	0	0	0	0	0	0	0	2				0	2	0	0	0	1	0	0	0	0	0
15-19.9	12	7	3	1	0	1	0	0	0	2	3	7				0	2	1	9	4	7	0	0	0	0	0
20-29.9	11	4	4	2	1	0	0	0	0	0	5	6				1	1	2	8	4	4	0	0	0	0	0
30-39.9	5	1	3	1	0	0	0	0	0	0	0	3				0	0	1	4	0	5	0	0	0	0	0
40-49.9	7	3	4	0	0	0	0	0	0	0	4	3				2	0	3	4	1	3	1	0	0	0	0
60-69.9	2	1	1	0	0	0	0	0	0	0	0	2				0	0	0	4	1	1	0	0	0	0	0
70-79.9	2	2	0	0	0	0	0	0	0	0	1	1				0	0	1	2	1	1	0	0	0	0	0
90-99.9	3	2	1	0	0	0	0	0	0	0	2	1				0	0	1	1	1	1	0	0	0	0	0
Above 100	5	4	1	0	0	0	0	0	0	0	2	3				0	0	0	5	1	4	0	0	0	0	0

TABLE III (A)

DISTRIBUTION OF TEACHERS IN ACCORDANCE WITH TEU INDEX

NUMBER OF COURSES STUDIED : EVALUATION OF THE COURSES

TEU INDEX: 0-0.9

NUMBER OF TEACHERS: 57

Courses listed	Courses studied and number of courses taken					Evaluation of these fields in importance for the social studies teacher						
	1	2	3	4	More	1	2	3	4	5	6	7
Ancient History	19	5	2	0	1	10	4	6	3	1	1	2
Medieval History	28	5	1	0	0	12	6	8	4	1	1	1
Modern History	16	10	8	2	2	22	5	6	2	0	0	2
Contemporary History	13	2	0	0	0	7	4	3	1	0	1	0
Political Science	10	5	1	0	0	1	5	4	4	0	0	0
Economics	22	3	2	0	0	1	4	5	9	1	2	0
Sociology	16	2	2	0	0	2	3	2	4	1	3	3
Geography, physical	16	0	0	0	0	5	3	2	2	1	2	1
Geography, human	14	0	1	0	0	8	2	1	0	0	2	1
History of Education	27	2	1	0	0	0	2	3	4	6	5	3
Educational Psychology	31	13	4	0	2	3	4	6	8	5	4	5
Educational Sociology	9	1	0	0	0	1	1	0	2	1	1	0
Adolescent Psychology	7	2	1	0	0	1	1	1	3	1	0	2
Social Psychology	5	2	0	0	0	1	2	1	2	0	0	0
Psychology (other)	10	7	1	0	1	0	0	2	5	3	1	1
Philosophy of Education	35	4	1	0	0	2	1	2	6	5	5	4
Philosophy (other)	27	11	2	3	1	4	1	11	7	4	4	4
Mental Hygiene	11	1	0	0	0	0	0	1	1	1	0	3

TABLE III (B)

DISTRIBUTION OF TEACHERS IN ACCORDANCE WITH TEU INDEX

NUMBER OF COURSES STUDIED : EVALUATION OF THE COURSES

TEU INDEX: 1-1.9

NUMBER OF TEACHERS: 36

Courses listed	Courses studied and number of courses taken					Evaluation of these fields in importance for the social studies teacher						
	1	2	3	4	More	1	2	3	4	5	6	7
Ancient History	3	8	2	1	2	9	2	1	1	0	1	0
Medieval History	11	8	1	0	0	6	5	4	1	1	0	1
Modern History	14	10	6	1	2	17	3	4	0	3	0	3
Contemporary History	10	1	3	0	1	7	5	2	0	0	0	0
Political Science	8	4	0	0	1	4	4	3	1	1	0	0
Economics	11	1	2	0	1	2	3	2	3	2	1	0
Sociology	7	2	0	0	0	3	1	1	3	0	0	0
Geography, physical	9	2	0	0	0	8	0	0	0	0	0	0
Geography, human	3	0	1	0	0	4	0	0	0	0	0	0
History of Education	11	5	0	0	0	2	1	1	4	3	0	1
Educational Psychology	17	8	3	1	0	5	3	5	4	5	2	2
Educational Sociology	3	0	0	0	0	0	1	0	0	2	0	0
Adolescent Psychology	5	0	0	0	0	0	3	1	0	0	0	1
Social Psychology	2	1	0	0	0	1	0	1	1	0	0	1
Psychology (other)	10	4	1	0	0	0	2	1	2	1	2	4
Philosophy of Education	22	4	1	0	0	5	3	4	4	5	0	2
Philosophy (other)	18	6	2	1	2	4	5	4	3	6	1	2
Mental Hygiene	5	2	0	0	0	0	2	0	2	0	1	1

DISTRIBUTION OF TEACHERS IN ACCORDANCE WITH TEU INDEX

NUMBER OF COURSES STUDIED : EVALUATION OF THE COURSES

TEU INDEX: 2-2.9

NUMBER OF TEACHERS: 22

Courses listed	Courses studied and number of courses taken					Evaluation of these fields in importance for the social studies teacher						
	1	2	3	4	More	1	2	3	4	5	6	7
Ancient History	9	2	0	0	0	3	4	0	4	1	0	0
Medieval History	12	0	2	0	0	5	1	4	2	0	0	0
Modern History	9	5	4	1	1	7	8	3	0	0	0	0
Contemporary History	3	1	0	0	0	1	3	0	0	0	0	0
Political Science	6	1	0	0	0	2	2	1	0	0	1	0
Economics	5	1	0	0	1	1	1	0	1	2	0	1
Sociology	5	2	0	0	0	0	1	1	1	0	0	0
Geography, physical	5	0	0	0	2	3	2	0	1	1	0	0
Geography, human	4	2	0	0	0	2	1	0	1	1	1	0
History of Education	10	1	0	0	0	0	1	0	0	2	1	1
Educational Psychology	10	7	3	0	0	2	1	2	2	1	4	4
Educational Sociology	3	0	0	0	0	0	0	0	0	0	1	0
Adolescent Psychology	4	1	0	0	0	0	0	4	0	0	0	1
Social Psychology	1	0	0	0	0	0	0	1	0	0	0	0
Psychology (other)	6	1	1	0	0	0	2	0	0	1	1	0
Philosophy of Education	13	1	0	1	0	1	1	2	0	2	2	2
Philosophy (other)	13	3	1	0	0	1	1	3	1	1	2	1
Mental Hygiene	4	0	0	0	0	0	0	1	0	0	2	0

DISTRIBUTION OF TEACHERS IN ACCORDANCE WITH TEU INDEX

NUMBER OF COURSES STUDIED : EVALUATION OF THE COURSES

TEU INDEX: 3-3.9

NUMBER OF TEACHERS: 20

Courses listed	Courses studied and number of courses taken					Evaluation of these fields in importance for the social studies teacher						
	1	2	3	4	More	1	2	3	4	5	6	7
Ancient History	6	7	1	0	0	5	8	0	1	0	0	0
Medieval History	9	6	1	0	0	5	1	4	3	0	0	0
Modern History	4	6	4	3	1	14	1	3	0	0	0	0
Contemporary History	8	2	2	1	0	8	3	1	1	0	0	0
Political Science	8	2	0	0	0	2	2	1	0	1	0	0
Economics	8	3	0	0	0	2	4	1	1	1	0	0
Sociology	6	2	1	0	0	0	2	3	0	0	1	0
Geography, physical	6	1	0	1	0	3	2	1	0	0	0	0
Geography, human	4	1	0	1	0	1	3	0	0	0	0	0
History of Education	10	2	0	0	0	0	0	0	4	2	1	1
Educational Psychology	11	3	2	1	0	4	1	2	1	1	1	3
Educational Sociology	1	0	0	0	0	0	1	0	0	0	0	0
Adolescent Psychology	2	0	0	0	0	0	0	0	0	0	1	0
Social Psychology	2	0	0	0	0	0	1	0	0	0	1	0
Psychology (other)	3	1	1	0	0	0	3	0	0	0	0	1
Philosophy of Education	10	3	0	0	0	0	3	0	2	2	3	0
Philosophy (other)	11	2	1	0	0	1	1	4	2	2	1	2
Mental Hygiene	4	0	0	0	0	1	0	1	1	0	0	1

DISTRIBUTION OF TEACHERS IN ACCORDANCE WITH TEU INDEX

NUMBER OF COURSES STUDIED : EVALUATION OF THE COURSES

TEU INDEX: 4-4.9

NUMBER OF TEACHERS: 13

Courses listed	Courses studied and number of courses taken					Evaluation of these fields in importance for the social studies teacher						
	1	2	3	4	More	1	2	3	4	5	6	7
Ancient History	5	2	1	1	0	3	0	2	2	0	0	0
Medieval History	7	2	0	0	0	4	3	1	0	0	0	0
Modern History	3	5	3	0	0	6	1	1	0	0	0	0
Contemporary History	1	2	1	0	0	2	2	0	0	0	0	0
Political Science	4	2	0	0	0	3	3	0	0	0	0	0
Economics	3	1	0	0	1	1	2	0	1	0	0	0
Sociology	5	0	1	0	0	0	2	1	0	2	0	1
Geography, physical	4	1	0	0	0	0	2	1	1	0	1	0
Geography, human	1	0	0	0	0	0	0	0	0	0	0	0
History of Education	6	1	0	0	0	0	0	1	0	1	0	2
Educational Psychology	7	5	1	0	0	2	1	1	0	0	0	3
Educational Sociology	0	0	0	0	0	0	0	0	0	0	0	0
Adolescent Psychology	8	0	0	0	0	1	1	0	0	0	0	1
Social Psychology	3	0	0	0	0	0	0	0	0	0	0	0
Psychology (other)	4	1	0	1	0	0	1	0	1	0	0	0
Philosophy of Education	8	2	0	0	0	1	2	0	0	1	0	3
Philosophy (other)	9	1	1	1	1	0	1	2	1	1	0	1
Mental Hygiene	2	1	0	0	0	0	1	0	0	0	0	2

NUMBER OF TEACHERS: 8

[illegible]

DISTRIBUTION OF TEACHERS IN ACCORDANCE WITH TEU INDEX

NUMBER OF COURSES STUDIED : EVALUATION OF THE COURSES

TEU INDEX: 6-6.9

NUMBER OF TEACHERS: 10

Courses listed	Courses studied and number of courses taken					Evaluation of these fields in importance for the social studies teacher						
	1	2	3	4	More	1	2	3	4	5	6	7
Ancient History	6	2	0	0	0	2	1	0	1	0	0	0
Medieval History	3	2	2	0	0	0	1	1	1	0	0	0
Modern History	4	2	1	2	1	5	2	0	0	0	0	0
Contemporary History	4	3	0	0	0	3	0	0	1	0	0	0
Political Science	2	0	0	0	2	2	0	0	0	1	0	0
Economics	2	2	0	0	0	2	1	0	0	0	0	0
Sociology	1	2	0	0	1	0	0	1	0	1	0	0
Geography, physical	3	2	0	0	0	1	1	0	1	0	0	1
Geography, human	2	1	0	0	0	0	0	0	1	0	0	0
History of Education	8	2	0	0	0	1	1	3	1	0	0	0
Educational Psychology	6	4	0	0	0	1	1	1	1	1	0	1
Educational Sociology	0	1	0	0	0	0	0	0	0	0	0	0
Adolescent Psychology	4	2	0	0	0	2	0	0	0	0	1	0
Social Psychology	1	0	0	0	0	0	0	0	0	0	0	0
Psychology (other)	4	0	1	0	0	1	0	1	0	0	1	0
Philosophy of Education	8	0	0	0	0	2	0	0	1	1	0	0
Philosophy (other)	5	0	0	0	1	1	0	0	1	0	1	0
Mental Hygiene	4	0	0	0	0	0	1	0	1	0	1	0

NUMBER OF COURSES STUDIED : EVALUATION OF THE COURSES

NUMBER OF TEACHERS: 4

[illegible]

NUMBER OF COURSES STUDIED : EVALUATION OF THE COURSES

NUMBER OF TEACHERS: 1

[illegible]

DISTRIBUTION OF TEACHERS IN ACCORDANCE WITH TEU INDEX

NUMBER OF COURSES STUDIED : EVALUATION OF THE COURSES

TEU INDEX: 9-9.9

NUMBER OF TEACHERS: 4

Courses listed	Courses studied and number of courses taken					Evaluation of these fields in importance for the social studies teacher						
	1	2	3	4	More	1	2	3	4	5	6	7
Ancient History	2	0	0	0	1	1	0	1	0	0	0	0
Medieval History	0	2	0	0	0	1	0	1	0	0	0	0
Modern History	1	0	1	1	0	2	0	1	0	0	0	0
Contemporary History	1	1	0	0	0	1	0	1	0	0	0	0
Political Science	1	1	0	0	0	1	0	0	1	0	0	0
Economics	0	1	0	1	0	1	0	0	1	0	0	0
Sociology	2	0	0	0	0	0	0	0	0	1	1	0
Geography, physical	1	0	0	0	0	0	0	0	1	0	0	0
Geography, human	0	0	0	0	0	0	0	0	0	0	0	0
History of Education	3	1	0	0	0	0	0	0	1	0	0	2
Educational Psychology	2	1	0	0	0	1	0	0	0	0	0	0
Educational Sociology	0	0	0	0	0	0	0	0	0	0	0	0
Adolescent Psychology	1	1	0	0	0	0	0	0	0	0	0	1
Social Psychology	0	0	0	0	0	0	0	0	0	0	0	0
Psychology (other)	1	0	0	0	0	0	0	0	0	0	0	0
Philosophy of Education	2	1	0	0	0	0	0	0	0	0	1	1
Philosophy (other)	1	0	0	0	0	0	0	0	0	0	0	1
Mental Hygiene	0	0	1	0	0	0	0	0	1	0	0	0

DISTRIBUTION OF TEACHERS IN ACCORDANCE WITH TEU INDEX

NUMBER OF COURSES STUDIED : EVALUATION OF THE COURSES

TEU INDEX: 10-10.9

NUMBER OF TEACHERS: 6

Courses listed	Courses studied and number of courses taken					Evaluation of these fields in importance for the social studies teacher						
	1	2	3	4	More	1	2	3	4	5	6	7
Ancient History	3	1	0	1	0	1	1	1	1	0	0	0
Medieval History	6	0	0	0	0	2	0	1	2	0	0	0
Modern History	2	2	1	0	1	3	2	0	0	0	0	0
Contemporary History	4	0	1	0	0	3	1	0	0	0	0	0
Political Science	2	1	0	0	0	1	0	1	0	1	0	0
Economics	2	0	1	0	0	1	1	0	0	0	0	0
Sociology	1	0	0	0	0	1	0	0	0	0	0	0
Geography, physical	3	0	0	0	0	1	0	1	0	0	0	0
Geography, human	2	0	0	0	0	0	1	0	0	0	0	0
History of Education	5	0	0	0	0	0	1	1	1	1	0	0
Educational Psychology	3	3	0	0	0	1	0	2	2	0	0	0
Educational Sociology	0	0	0	0	0	0	0	0	0	0	0	0
Adolescent Psychology	4	0	0	0	0	0	2	1	0	1	0	0
Social Psychology	0	0	0	0	0	0	0	0	0	0	0	0
Psychology (other)	2	0	0	0	0	0	0	0	0	1	1	0
Philosophy of Education	6	0	0	0	0	0	0	4	0	1	0	0
Philosophy (other)	4	1	0	0	0	0	1	1	2	1	0	0
Mental Hygiene	1	1	0	0	0	0	0	1	0	0	0	0

DISTRIBUTION OF TEACHERS IN ACCORDANCE WITH TEU INDEX

NUMBER OF COURSES STUDIED : EVALUATION OF THE COURSES

TEU INDEX: 11-11.9

NUMBER OF TEACHERS: 2

Courses listed	Courses studied and number of courses taken					Evaluation of these fields in importance for the social studies teacher						
	1	2	3	4	More	1	2	3	4	5	6	7
Ancient History	1	0	0	0	1	0	2	0	0	0	0	0
Medieval History	0	2	0	0	0	1	0	1	0	0	0	0
Modern History	0	0	0	1	1	1	1	0	0	0	0	0
Contemporary History	0	1	0	0	0	0	1	0	0	0	0	0
Political Science	1	0	1	0	0	2	0	0	0	0	0	0
Economics	0	0	1	0	0	0	1	0	0	0	0	0
Sociology	0	0	0	0	0	0	0	0	0	0	0	0
Geography, physical	2	0	0	0	0	1	1	0	0	0	0	0
Geography, human	1	0	0	0	0	0	1	0	0	0	0	0
History of Education	1	0	0	0	0	0	0	0	0	1	0	0
Educational Psychology	2	0	0	0	0	0	0	0	1	0	1	0
Educational Sociology	0	0	0	0	0	0	0	0	0	0	0	0
Adolescent Psychology	0	0	0	0	0	0	0	0	0	0	0	0
Social Psychology	0	0	0	0	0	0	0	0	0	0	0	0
Psychology (other)	1	1	0	0	0	0	0	0	1	0	1	0
Philosophy of Education	1	0	0	0	0	0	0	0	1	0	0	0
Philosophy (other)	0	0	1	0	0	0	1	0	0	0	0	0
Mental Hygiene	1	0	0	0	0	0	0	0	1	0	0	0

DISTRIBUTION OF TEACHERS IN ACCORDANCE WITH TEU INDEX

NUMBER OF COURSES STUDIED : EVALUATION OF THE COURSES

TEU INDEX: 12-12.9

NUMBER OF TEACHERS: 6

Courses listed	Courses studied and number of courses taken					Evaluation of these fields in importance for the social studies teacher						
	1	2	3	4	More	1	2	3	4	5	6	7
Ancient History	0	3	0	0	0	0	0	2	1	0	0	0
Medieval History	1	3	0	1	0	1	3	1	0	0	0	0
Modern History	1	2	0	0	2	3	0	1	1	0	0	0
Contemporary History	2	0	0	0	1	2	1	0	0	0	0	0
Political Science	0	1	0	0	1	1	1	0	0	0	0	0
Economics	0	0	1	0	1	2	0	0	0	0	0	0
Sociology	3	0	0	0	0	0	0	1	2	0	0	0
Geography, physical	0	0	0	1	1	1	0	1	0	0	0	0
Geography, human	0	0	0	1	1	1	1	0	0	0	0	0
History of Education	5	1	0	0	0	0	1	0	0	0	1	4
Educational Psychology	5	1	0	0	0	0	1	1	2	2	0	0
Educational Sociology	1	0	0	0	0	0	1	0	0	0	0	0
Adolescent Psychology	2	0	0	0	0	0	1	0	0	0	0	1
Social Psychology	0	0	0	0	0	0	0	0	0	0	0	0
Psychology (other)	0	1	0	0	0	0	0	1	0	0	0	0
Philosophy of Education	4	1	0	0	0	0	0	0	3	1	1	0
Philosophy (other)	2	1	0	0	0	0	0	2	1	0	0	0
Mental Hygiene	2	1	0	0	0	0	0	2	0	0	0	1

DISTRIBUTION OF TEACHERS IN ACCORDANCE WITH TEU INDEX

NUMBER OF COURSES STUDIED : EVALUATION OF THE COURSES

TEU INDEX: 13-13.9

NUMBER OF TEACHERS: 2

Courses listed	Courses studied and number of courses taken					Evaluation of these fields in importance for the social studies teacher						
	1	2	3	4	More	1	2	3	4	5	6	7
Ancient History	1	0	0	0	0	1	0	0	0	0	0	0
Medieval History	2	0	0	0	0	2	0	0	0	0	0	0
Modern History	0	1	0	0	1	2	0	0	0	0	0	0
Contemporary History	1	0	0	0	0	1	0	0	0	0	0	0
Political Science	1	0	0	0	0	0	1	0	0	0	0	0
Economics	1	1	0	0	0	0	1	0	0	0	0	0
Sociology	2	1	0	0	0	0	0	0	0	1	0	0
Geography, physical	1	0	0	0	0	0	1	0	0	0	0	0
Geography, human	0	0	0	0	0	0	0	0	0	0	0	0
History of Education	2	0	0	0	0	0	0	1	0	0	0	0
Educational Psychology	1	1	0	0	0	0	0	0	1	0	0	0
Educational Psychology	0	0	0	0	0	0	0	0	0	0	0	0
Adolescent Psychology	0	0	0	0	0	0	0	0	0	0	0	0
Social Psychology	0	0	0	0	0	0	0	0	0	0	0	0
Psychology (other)	1	0	0	0	0	0	0	0	0	1	0	0
Philosophy of Education	2	0	0	0	0	0	1	0	0	0	0	0
Philosophy (other)	1	0	0	0	1	0	0	0	0	1	0	0
Mental Hygiene	1	0	0	0	0	0	0	0	1	0	0	0

DISTRIBUTION OF TEACHERS IN ACCORDANCE WITH TEU INDEX

NUMBER OF COURSES STUDIED : EVALUATION OF THE COURSES

TEU INDEX: 15-19.9

NUMBER OF TEACHERS: 12

Courses listed	Courses studied and number of courses taken					Evaluation of these fields in importance for the social studies teacher						
	1	2	3	4	More	1	2	3	4	5	6	7
Ancient History	5	3	0	0	1	3	2	1	0	0	1	0
Medieval History	6	4	1	0	0	4	2	3	1	0	0	0
Modern History	2	6	1	2	1	6	4	1	0	0	0	0
Contemporary History	4	3	1	2	0	4	5	1	0	0	0	0
Political Science	6	4	1	0	0	2	4	1	1	1	0	0
Economics	5	3	0	0	1	0	5	0	2	0	0	0
Sociology	5	1	0	0	1	1	1	0	1	0	1	1
Geography, physical	7	1	0	0	0	1	2	3	0	0	0	0
Geography, human	4	0	0	0	0	1	1	0	0	0	0	0
History of Education	5	3	0	0	0	0	0	1	2	0	1	2
Educational Psychology	7	2	2	0	0	0	0	3	3	1	2	0
Educational Sociology	2	0	0	0	0	0	0	0	0	0	0	0
Adolescent Psychology	4	0	0	0	0	2	0	0	1	0	0	0
Social Psychology	5	0	0	0	0	0	0	0	2	1	1	1
Psychology (other)	2	2	0	0	0	0	0	0	1	0	0	0
Philosophy of Education	12	0	0	0	0	0	1	3	3	0	1	1
Philosophy (other)	5	1	1	0	1	1	0	0	2	0	2	1
Mental Hygiene	2	0	0	0	0	0	0	0	1	0	0	0

DISTRIBUTION OF TEACHERS IN ACCORDANCE WITH TEU INDEX

NUMBER OF COURSES STUDIED : EVALUATION OF THE COURSES

TEU INDEX: 20-29.9

NUMBER OF TEACHERS: 11

Courses listed	Courses studied and number of courses taken					Evaluation of these fields in importance for the social studies teacher						
	1	2	3	4	More	1	2	3	4	5	6	7
Ancient History	3	4	1	1	1	2	3	3	0	1	0	0
Medieval History	2	4	2	1	1	3	3	2	2	0	0	0
Modern History	0	3	2	1	5	8	1	0	1	1	0	0
Contemporary History	4	2	0	2	2	5	1	1	1	0	2	0
Political Science	4	1	2	0	1	1	3	1	2	0	0	0
Economics	3	2	0	0	3	0	3	1	2	1	0	0
Sociology	1	1	1	0	0	0	1	0	0	1	0	0
Geography, physical	4	0	1	0	0	2	2	1	0	0	0	0
Geography, human	1	1	1	0	0	1	1	1	0	0	0	0
History of Education	6	2	1	2	0	1	0	2	2	2	1	2
Educational Psychology	6	2	1	1	0	0	3	0	3	2	1	1
Educational Sociology	3	2	0	0	0	0	2	0	1	1	1	0
Adolescent Psychology	5	2	0	0	0	0	2	0	0	1	1	2
Social Psychology	2	1	0	0	0	0	0	1	0	0	0	1
Psychology (other)	4	1	1	0	0	0	0	2	1	1	1	0
Philosophy of Education	5	2	2	1	0	1	2	1	2	1	0	3
Philosophy (other)	6	2	2	0	0	0	2	1	2	1	0	3
Mental Hygiene	0	2	0	0	0	0	0	1	0	0	0	1

NUMBER OF COURSES STUDIED : EVALUATION OF THE COURSES

NUMBER OF TEACHERS: 5

[illegible]

TABLE III (R)

200

DISTRIBUTION OF TEACHERS IN ACCORDANCE WITH TEU INDEX

NUMBER OF COURSES STUDIED : EVALUATION OF THE COURSES

TEU INDEX: 40-49.9

NUMBER OF TEACHERS: 7

Courses listed	Courses studied and number of courses taken					Evaluation of these fields in importance for the social studies teacher						
	1	2	3	4	More	1	2	3	4	5	6	7
Ancient History	3	0	2	2	0	1	1	2	3	0	0	0
Medieval History	5	1	0	1	0	1	0	2	2	1	0	0
Modern History	0	0	0	3	4	7	0	0	0	0	0	0
Contemporary History	2	1	1	0	2	1	2	2	0	1	0	0
Political Science	3	2	0	0	2	2	1	1	0	1	0	0
Economics	2	3	0	0	0	1	1	1	0	0	0	1
Sociology	3	1	1	0	0	0	1	1	0	0	0	1
Geography, physical	2	0	0	0	1	0	1	0	1	0	0	0
Geography, human	0	2	0	0	0	0	0	0	0	0	0	0
History of Education	4	2	0	0	0	0	0	0	1	0	0	1
Educational Psychology	2	3	1	0	0	0	0	1	0	0	0	0
Educational Sociology	1	0	0	0	0	0	0	0	0	0	0	0
Adolescent Psychology	3	1	0	0	0	0	0	0	0	1	0	1
Social Psychology	3	1	0	0	0	1	0	0	0	1	0	0
Psychology (other)	2	2	0	0	2	1	1	0	0	0	1	1
Philosophy of Education	4	2	1	0	0	1	0	1	1	0	0	0
Philosophy (other)	0	3	0	0	1	1	0	1	0	0	1	0
Mental Hygiene	3	1	0	0	0	0	0	1	0	0	0	1

NUMBER OF COURSES STUDIED : EVALUATION OF THE COURSES

NUMBER OF TEACHERS: 2

[illegible]

DISTRIBUTION OF TEACHERS IN ACCORDANCE WITH TEU INDEX

NUMBER OF COURSES STUDIED : EVALUATION OF THE COURSES

TEU INDEX: 70-79.9

NUMBER OF TEACHERS: 2

Courses listed	Courses studied and number of courses taken					Evaluation of these fields in importance for the social studies teacher						
	1	2	3	4	More	1	2	3	4	5	6	7
Ancient History	1	1	0	0	0	0	0	0	0	1	0	0
Medieval History	1	0	0	0	0	0	0	0	0	0	1	0
Modern History	0	0	0	1	0	0	1	0	0	0	0	0
Contemporary History	0	0	0	1	0	1	0	0	0	0	0	0
Political Science	1	0	0	0	1	0	2	0	0	0	0	0
Economics	1	0	0	0	1	0	1	0	1	0	0	0
Sociology	0	0	0	0	0	0	0	0	0	0	0	0
Geography, physical	0	0	0	0	0	0	0	0	0	0	0	0
Geography, human	0	0	0	0	0	0	0	0	0	0	0	0
History of Education	2	0	0	0	0	0	0	0	0	0	1	0
Educational Psychology	1	1	0	0	0	1	0	0	0	0	0	0
Educational Sociology	0	0	0	0	0	0	0	0	0	0	0	0
Adolescent Psychology	1	0	0	0	0	1	0	0	0	0	0	0
Social Psychology	0	0	0	0	0	0	0	0	0	0	0	0
Psychology (other)	1	0	0	0	0	0	0	0	0	0	0	0
Philosophy of Education	2	0	0	0	0	0	0	0	1	0	0	0
Philosophy (other)	0	0	0	0	0	0	0	0	0	0	0	0
Mental Hygiene	0	1	0	0	0	0	1	0	0	0	0	0

DISTRIBUTION OF TEACHERS IN ACCORDANCE WITH TEU INDEX

NUMBER OF COURSES STUDIED : EVALUATION OF THE COURSES

TEU INDEX: 90-99.9

NUMBER OF TEACHERS: 3

Courses listed	Courses studied and number of courses taken					Evaluation of these fields in importance for the social studies teacher						
	1	2	3	4	More	1	2	3	4	5	6	7
Ancient History	1	2	0	0	0	1	2	0	0	0	0	0
Medieval History	2	1	0	0	0	0	2	1	0	0	0	0
Modern History	0	1	1	0	1	3	0	0	0	0	0	0
Contemporary History	0	1	1	0	0	2	0	0	0	0	0	0
Political Science	2	0	1	0	0	1	1	0	0	0	0	0
Economics	3	0	0	0	0	0	2	1	0	0	0	0
Sociology	1	1	0	0	0	1	1	0	0	0	0	0
Geography, physical	1	1	0	0	0	0	1	0	1	0	0	0
Geography, human	1	1	0	0	0	0	1	0	1	0	0	0
History of Education	1	0	0	0	1	1	0	0	0	0	0	0
Educational Psychology	2	0	0	0	1	1	0	0	0	0	0	0
Educational Sociology	1	0	0	0	1	1	0	0	0	0	0	0
Adolescent Psychology	0	1	0	0	1	1	0	0	0	0	0	0
Social Psychology	2	0	0	1	0	1	1	1	0	0	0	0
Psychology (other)	0	1	0	1	0	1	0	0	0	0	0	0
Philosophy of Education	2	0	0	1	0	1	0	1	0	0	0	0
Philosophy (other)	0	0	0	1	0	1	0	0	0	0	0	0
Mental Hygiene	0	1	0	0	0	1	0	0	0	0	0	0

NUMBER OF COURSES STUDIED : EVALUATION OF THE COURSES

NUMBER OF TEACHERS: 5

Courses listed	Courses studied and number of courses taken					Evaluation of these fields in importance for the social studies teacher						
	1	2	3	4	More	1	2	3	4	5	6	7
Ancient History	2	2	1	0	0	1	2	2	0	0	0	0
Medieval History	1	0	2	0	0	0	0	0	3	0	0	0
Modern History	0	1	0	2	1	2	1	1	0	0	0	0
Contemporary History	3	0	0	1	0	2	1	1	0	0	0	0
Political Science	1	2	0	0	0	1	1	0	0	0	0	0
Economics	2	2	0	0	1	2	0	0	0	1	0	0
Sociology	1	0	0	0	0	0	0	0	0	0	0	1
Geography, physical	2	0	0	0	0	1	0	0	0	0	0	0
Geography, human	2	0	0	0	0	1	0	0	0	0	0	0
History of Education	3	1	0	0	0	0	0	1	1	0	0	0
Educational Psychology	2	0	1	1	0	1	1	0	0	0	0	0
Educational Sociology	2	0	0	0	0	0	0	0	0	0	0	0
Adolescent Psychology	2	0	0	0	0	0	1	0	0	0	0	0
Social Psychology	2	0	0	0	0	0	0	0	0	0	0	0
Psychology (other)	2	0	0	0	0	0	0	1	0	0	1	0
Philosophy of Education	3	1	0	0	0	0	1	0	1	0	0	0
Philosophy (other)	0	1	0	0	0	0	0	0	0	0	0	0
Mental Hygiene	2	0	0	0	0	0	0	0	0	1	0	0

TABLE IV (A)

DISTRIBUTION OF TEACHERS IN ACCORDANCE WITH TEU INDEX MEDIAN

TEU INDEX: Below the Median

NUMBER OF TEACHERS: 135

Courses listed	Courses studied and number of courses taken					Evaluation of these fields in importance for the social studies teacher						
	1	2	3	4	More	1	2	3	4	5	6	7
Ancient History	37	22	5	1	3	27	18	7	9	2	2	2
Medieval History	60	19	5	0	3	28	13	20	10	2	1	2
Modern History	43	31	22	7	6	60	17	16	2	3	0	5
Contemporary History	34	6	5	1	1	23	15	6	2	0	1	0
Political Science	32	12	1	0	1	9	13	9	5	2	1	0
Economics	46	8	4	0	2	6	12	8	14	6	3	1
Sociology	34	8	3	0	0	5	7	7	8	1	4	3
Geography, physical	36	3	0	1	2	19	8	3	3	2	2	1
Geography, human	25	3	2	1	0	15	6	1	1	1	3	1
History of Education	58	10	1	0	0	2	4	4	12	13	7	6
Educational Psychology	69	31	12	2	2	14	9	15	15	12	11	12
Educational Sociology	16	1	0	0	0	1	3	0	2	3	2	0
Adolescent Psychology	18	3	1	0	0	1	4	6	3	1	1	4
Social Psychology	10	3	0	0	0	2	3	3	3	0	1	1
Psychology (other)	29	13	4	0	1	0	7	3	7	5	4	6
Philosophy of Education	80	12	2	1	0	8	8	8	12	14	10	8
Philosophy (other)	69	22	6	4	3	10	8	22	13	13	8	9
Mental Hygiene	24	3	0	0	0	1	2	3	4	1	3	5

DISTRIBUTION OF TEACHERS IN ACCORDANCE WITH TEU INDEX MEDIAN

TEU INDEX: At the Median

NUMBER OF TEACHERS: 13

Courses listed	Courses studied and number of courses taken					Evaluation of these fields in importance for the social studies teacher						
	1	2	3	4	More	1	2	3	4	5	6	7
Ancient History	5	2	1	1	0	3	0	2	2	0	0	0
Medieval History	7	2	0	0	0	4	3	1	0	0	0	0
Modern History	3	5	3	0	0	6	1	1	0	0	0	0
Contemporary History	1	2	1	0	0	2	2	0	0	0	0	0
Political Science	4	2	0	0	0	3	3	0	0	0	0	0
Economics	3	1	0	0	1	1	2	0	1	0	0	0
Sociology	5	0	1	0	0	0	2	1	0	2	0	1
Geography, physical	4	1	0	0	0	0	2	1	1	0	1	0
Geography, human	1	0	0	0	0	0	0	0	0	0	0	0
History of Education	6	1	0	0	0	0	0	1	0	1	0	2
Educational Psychology	7	5	1	0	0	2	1	1	0	0	0	3
Educational Sociology	0	0	0	0	0	0	0	0	0	0	0	0
Adolescent Psychology	8	0	0	0	0	1	1	0	0	0	0	1
Social Psychology	3	0	0	0	0	0	0	0	0	0	0	0
Psychology (other)	4	1	0	1	0	0	1	0	1	0	0	0
Philosophy of Education	8	2	0	0	0	1	2	0	0	1	0	3
Philosophy (other)	9	1	1	1	1	0	1	2	1	1	0	1
Mental Hygiene	2	1	0	0	0	0	1	0	0	0	0	2

DISTRIBUTION OF TEACHERS IN ACCORDANCE WITH TEU INDEX MEDIAN

TEU INDEX: Above the Median

NUMBER OF TEACHERS: 90

Courses listed	Courses studied and number of courses taken					Evaluation of these fields in importance for the social studies teacher						
	1	2	3	4	More	1	2	3	4	5	6	7
Ancient History	35	22	7	5	4	19	15	15	8	2	1	0
Medieval History	37	24	9	3	1	19	15	14	14	1	1	0
Modern History	15	22	8	16	23	54	14	6	2	1	0	0
Contemporary History	33	17	4	8	6	35	15	6	3	0	2	1
Political Science	27	17	7	1	7	17	17	5	5	4	1	0
Economics	30	19	4	2	8	12	16	7	5	3	2	1
Sociology	26	8	3	0	2	4	7	3	4	4	2	3
Geography, physical	27	4	1	1	2	9	9	6	4	0	0	1
Geography, human	18	5	1	1	1	7	7	1	2	0	0	0
History of Education	54	16	1	2	0	3	5	11	10	6	5	11
Educational Psychology	48	26	6	2	2	8	10	12	15	6	6	1
Educational Sociology	14	3	0	0	1	2	6	2	1	1	1	0
Adolescent Psychology	28	10	1	0	1	7	6	2	2	4	2	5
Social Psychology	17	3	0	0	0	2	1	2	3	1	2	2
Psychology (other)	29	9	3	1	3	3	1	8	5	3	6	1
Philosophy of Education	65	9	3	1	0	5	7	11	18	4	4	6
Philosophy (other)	37	12	4	1	5	5	5	9	11	5	5	5
Mental Hygiene	19	7	1	0	0	1	1	5	6	0	0	9

TABLE V
COURSE SELECTION PERCENTAGES

TEU INDEX	NUMBER OF TEACHERS	Ancient History	Medieval History	Modern History	Contemporary History	Political Science	Economics	Sociology	Geography, physical	Geography, human	History of Education	Educational Psychology	Educational Sociology	Adolescent Psychology	Social Psychology	Psychology (other)	Philosophy of Education	Philosophy (other)	Mental Hygiene
0-0.9	57	47.4	59.6	66.6	26.3	28	47.4	35	28	26.3	52.6	87.7	17.5	17.5	12.3	33.3	70.2	77.2	21
1-1.9	36	44.4	55.5	91.6	41.6	36	41.6	25	30.5	11	44.4	80.5	8.3	13.9	8.3	41.6	75	80.5	19.4
2-2.9	22	50	63.6	90.9	18	31.8	31.8	31.8	31.8	27	50	90.9	13.6	22.7	4.5	36.2	68	77.3	18.2
3-3.9	20	75	80	90	65	50	55	45	40	30	60	85	5	10	10	25	65	65	20
4-4.9	13	69	69	84.6	30.8	46	38.4	46	38.4	7.7	54	100	0	61.5	23	46	76.6	100	23
5-5.9	8	75	75	100	87.5	50	75	62.5	12.5	37.5	62.5	100	12.5	25	25	75	87.5	100	25
6-6.9	10	80	70	100	70	40	40	40	50	30	100	100	10	60	10	50	80	60	40
7-7.9	4	75	50	75	50	50	75	50	0	25	50	100	25	25	0	75	75	100	0
8-8.9	1	100	0	100	100	100	100	100	0	0	100	100	100	100	100	100	100	100	0
9-9.9	4	75	50	75	75	50	50	50	25	0	100	75	0	50	0	25	75	25	25
10-10.9	6	83.3	100	100	83.3	50	50	16.6	50	33.3	83.3	100	0	66.6	0	33.3	100	83.3	33.3
11-11.9	2	100	100	100	50	100	50	0	100	50	50	100	0	0	0	100	50	50	50
12-12.9	6	50	83.3	100	50	33.3	33.3	50	33.3	33.3	100	100	16.6	33.3	0	16.6	83.3	50	50
13-13.9	2	50	100	100	50	50	100	100	50	0	100	100	0	0	0	50	100	100	50
15-19.9	12	75	91.6	100	83.3	91.6	75	58.3	66.6	33.3	66.6	91.6	16.6	33.3	41.6	33.3	100	66.6	16.6
20-29.9	11	90.9	90.9	100	90.9	72.7	72.7	27.2	45.4	27.2	100	90.9	45.4	63.6	27.2	54.4	90.9	90.9	18
30-39.9	5	80	100	100	60	60	80	20	0	20	80	80	20	40	0	40	80	60	20
40-49.9	7	100	100	100	85.7	100	71.4	71.4	42.8	28.5	85.7	85.7	14.2	57	57	85.7	100	57	57
60-69.9	2	100	100	100	100	50	50	0	0	0	50	100	0	0	0	0	50	100	0
70-79.9	2	100	50	50	50	100	100	0	0	0	100	100	0	50	0	50	100	0	50
90-99.9	3	100	100	100	66.6	100	100	66.6	66.6	66.6	66.6	100	66.6	66.6	100	66.6	100	33.3	33.3
Above 100	5	100	60	80	80	40	100	0	40	40	80	80	20	40	40	40	80	20	40

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